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ABSTRACT

This publication provides a basis for effective structuring of health instructional programs at the local level within Texas state guidelines. Fifteen topics are covered under three domains: (1) individual personal health (dental and mental health, physical fitness, safety, and drug use): (2) consumer health and health services (family and social health): and (3) community, environmental, and international health. For each topic, several learning concepts are given, with essential outcomes suggested from kindergarten through the twelfth grade. It is suggested that the individual classroom teacher create the daily lesson plans in accordance with learner capabilities and progress. Activities presented are discussion or test oriented. A brief outline of program and student evaluation criteria provides primary and secondary indicators of the effectiveness of the lessons. (PG)

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Framework For Health Education, K-Grade 12

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FOREWORD

This publication, *Framework for Health Education, K-Grade 12,* is designed to be a flexible document providing state guidelines in health education while still allowing for local autonomy in creating an individualized curriculum.

As a basis for curriculum development, the *Framework* will enable the individual school district to develop its own K-Grade 12 health education curriculum based on local needs. The *Framework* can also be used as an evaluative guide in reviewing existing curricula and in selecting health textbooks and supplementary, health-related classroom materials.

After a statewide field test in Spring 1980, the *Framework for Health Education, K-Grade 12,* was revised for distribution to all Texas school districts.

Alton O. Bowen
Commissioner of Education

PREFACE

This framework for health education is a leadership guide for local curriculum development in health education. As professionals in the field of health education, we are keenly aware of the emerging information in this relatively new field of learning. As people's quest for truth continues, health education will change. As people's lives become more complex, their health needs and, consequently, health education will change. This framework is designed to allow enough flexibility for these changes yet to provide curriculum developers with sufficient structure so that changes will be evolutionary rather than revolutionary.

Our philosophy is an eclectic one, drawing from many of the noted leaders in child and adolescent development, educational psychology, curriculum development, and health education. We believe that health education is a people-centered discipline, focusing on health learners as well as on health teachers.

We view health education as a positive field, building strong, independently thinking people who have positive self-concepts and are skilled in the attributes necessary to make decisions effectively in their daily lives. We see health education as a field that provides opportunity for many avenues of thought, that recognizes the divergent value systems of people, and that provides alternatives rather than solutions to problems.

While aspects of health teaching aim at avoiding or changing negative attitudes and behaviors, the primary focus of health education, as we see it, is aimed at promoting health so that life for each person may be lived to its fullest capacity. Furthermore, we recognize that knowledge about health is not enough. An individual needs skills and competencies to live healthfully and productively in today's world. This framework is geared to the acquisition of knowledge, attitudes, and skills in health education. The presentation of concepts in the framework reflects a fundamental philosophical view of the writing committee. The concepts delineated have been stated in such a general way that, even with changes in knowledge, each should hold true. Additionally, the concepts are designed to give direction to the major goals of a curriculum in health education.

We believe that the individual learns health information by experiencing and researching. In our opinion, this is best accomplished in a humanistic setting with a facilitative approach to teaching. We see this publication as encouraging school districts to develop such a facilitative approach to health curriculum.

We believe that commitment and performance by the local district in curriculum development, in placement of strong personnel in the teaching of health education, and in positive support for the program will provide the opportunity for health education to be a significant experience for the school children of Texas.

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INTRODUCTION

INTRODUCTION

In the 1960s, educators in public schools and universities recognized the need for added emphasis to health education. This recognition resulted in a number of significant developments over the following years. For example, in 1970 the Texas Education Agency published health education curriculum guides for elementary and secondary public schools. Also in the early seventies, teaching certification for health education was established, and the previously combined health and physical education degree was terminated in 1977. In 1975, two quarters (now one semester) of health education became a requirement for graduation from Texas high schools. In the late seventies, the State Board of Education directed that persons receiving teaching certificates dated after September 1, 1983, must have completed 24 hours in health education. These developments, along with the work of numerous health educators throughout Texas, permitted the advancement of health education as a basic course of study in Texas.

This publication supersedes the curriculum guides developed in 1970 that are no longer in print. It is the result of efforts that began in February 1978 when a developmental committee of 12 educators was assembled by the Texas Education Agency and assigned the task of developing a state framework for health education. Based on a review of literature and on valid educational philosophies, eight basic health needs of school-age children were developed. Learner outcomes were written for each health need at various grade levels. This committee* concluded its work in August 1979.

A second committee* of five health educators was then assigned to complete the development of the state framework for health education. Through a review of literature, this committee identified 15 content areas in health. Using the previously identified eight health needs of school-age children as a base, they compiled an exhaustive list of concepts for each of the 15 areas and determined the appropriate age for introducing each concept. Essential learner outcomes were then developed for each concept.

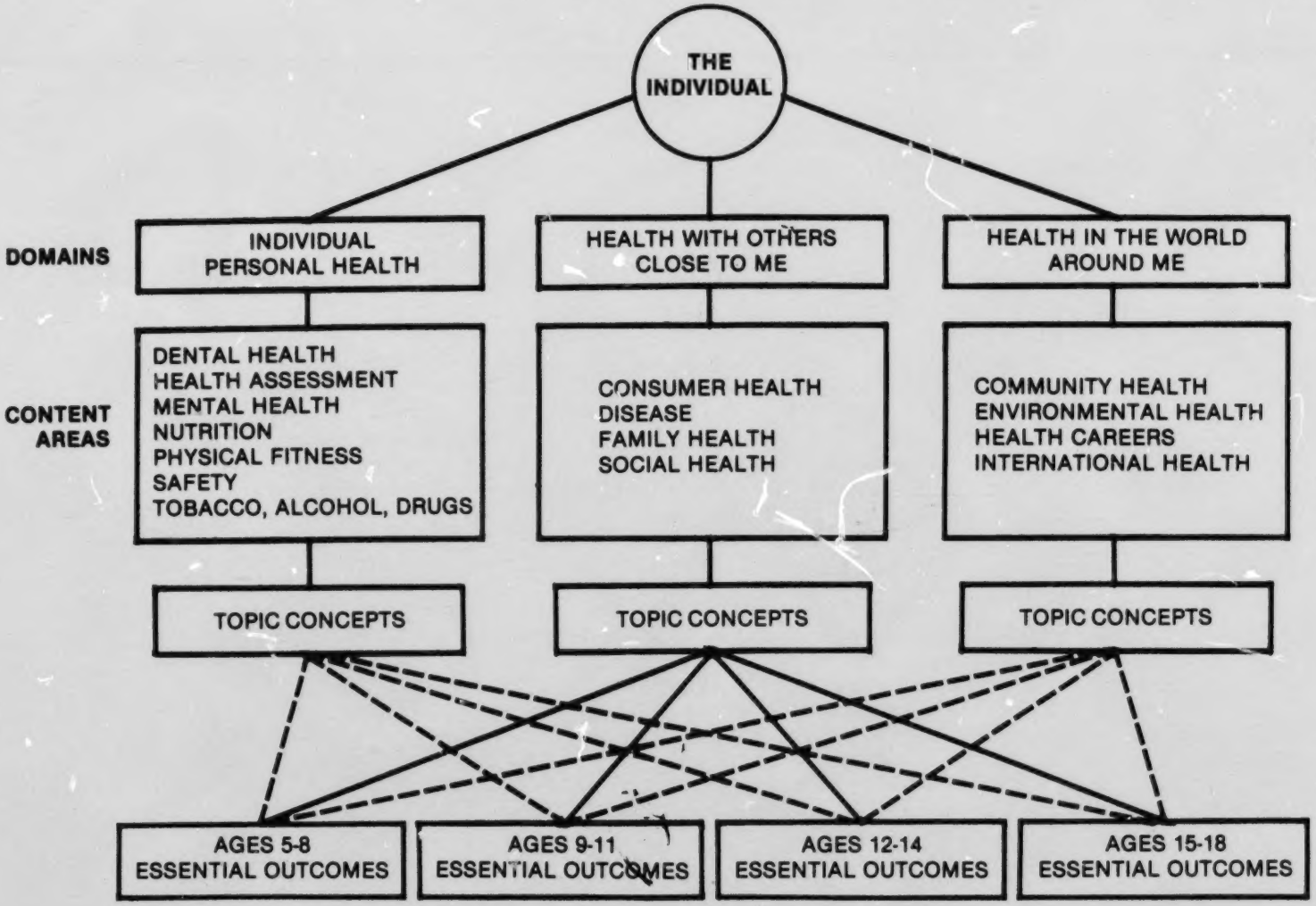
The concepts and learner outcomes identified meet the following criteria:

- Each concept is nonrepetitive and able to stand alone.
- When concepts for all 15 content areas are viewed together, they represent a comprehensive outline of health education pertaining to the needs of public school children.
- Each learner outcome is nonrepetitive and able to stand alone.
- When outcomes for a concept are viewed together, they fully outline that concept.
- Each outcome is an essential outcome.
- The outcomes are written so that a multitude of lesson plans can be generated from them at the local level.
- The point of introduction of a concept relates to students' health needs, their capabilities, and their developmental levels.

*See Acknowledgments, page v.

FEATURES OF THE FRAMEWORK FOR HEALTH EDUCATION

ORGANIZATIONAL FORMAT



DESCRIPTION OF FRAMEWORK FEATURES

The Individual
A thinking, feeling, acting, and interacting human being who has need of appropriate knowledge, skills, and values that will lead to optimal health and well-being

Domains
Represent internal and external spheres of influence in daily living experiences

Content Areas
Are important operational areas in healthful daily living about which students need information to develop proper understanding, behaviors, and attitudes

Topic Concepts

- Have been formulated as conceptualizations necessary for students to be health educated in a given content area
- Are fundamental to their respective content areas but are different from each other in the thought conveyed
- Have been ordered with respect to continuity of teaching within a given content area
- Are permanent in nature, and allow for the assimilation of new knowledge and discovery
- Are listed at the beginning of each content area section

Essential Outcomes

- Are child-centered cognitive, action, and affective objectives that, when achieved, will collectively lead to the desired conceptualization
- Are ordered by maturational level within a given concept and describe developmental tasks of characteristics that are appropriate to the learner at that level
- Are written at the unit level and must be refined to the lesson plan level for use in the classroom

SUGGESTIONS FOR USE OF THE FRAMEWORK

The *Framework for Health Education* provides a basis for effective structuring of health instructional programs. It is characterized by its flexibility in allowing for individual differences and for differences in community needs.

The *Framework* is not to be regarded as a curriculum guide but rather as a document from which a curriculum guide may be developed. The following is an illustration of how such development might be done, presuming that a K-Grade 12 instructional plan (continuous, cyclic, continuous-cyclic, scope and sequence) has been determined:

- A unit of study should be developed for each content area, for each developmental level.
- The stated concepts within a given content area are the factors around which specific instructional experiences are organized.
- The essential outcome is the determinant for selection of specific content materials, appropriate learning experiences, and valid evaluation procedures.
- A typical format for a unit of study would be as follows:

TOPIC CONCEPT _____

Essential Outcome	**Content**	**Selected Learning Experiences**	**Evaluation**	**Resources**
(Would be stated in terms of cognitive, action, and affective objectives. This is the *Framework* level of an outcome.)	(Would include subject matter, information, and/or problems pertinent to development of essential outcome.)	(Would list classroom activities in which the content material has been organized for most efficient learning. A variety of methodologies may be used.)	(Would list tests, checklists, observations, class participation, written work, and other ways of determining if outcomes are being achieved.)	(Would suggest textbooks, pamphlets, periodicals, television programs, types of visiting resource people.)

Although the curriculum planner must be concerned with the total teaching time available and the amount of subject material to be included in the unit, an attempt to organize the unit into a series of lessons at this point is inadvisable. The unit of study should represent the basic knowledge and learning experiences judged necessary to achieve the essential outcomes. Development of unit material into daily lesson plans should be done by the classroom teacher in accordance with learner capabilities and progress.

- The Framework level of an essential outcome must be refined for the classroom to the lesson plan level. An example of this would be:

DOMAIN: Individual Personal Health

TOPIC AREA: Health Assessment

ESSENTIAL OUTCOMES BY AGE LEVELS

Topic Concept	Ages 5-8	Ages 9-11	Ages 12-14
Maintaining a high level of personal health involves one's ability to recognize those physical, mental, and environmental factors that affect health.	1. Describes the characteristics of feeling well. 2. Describes the characteristics of feeling sick. 3. Describes commonly occurring events at home and school that one likes most and likes least.	1. Defines health and labels factors that can affect one's health. 2. Contrasts characteristics of wellness and illness as they relate to personal health.	1. Identifies major biological, psychological, and social factors that contribute to health and wellness. 2. Describes the factors present in the local environment that have been identified as being detrimental to health.

LESSON PLAN

Lesson Title "Characteristics of Good Health" Lesson No. 5 Date Oct. 12, 1981

Expected Outcomes:
1. Formulates a list of 10 characteristics that are associated with good health.
2. Discusses how a lack of each of these characteristics may manifest itself as lowered functional efficiency of illness.
3. Evaluates self on a scale of one to 10 with respect to possession of the identified traits.

Learning Experiences	Time	Resources

HEALTH EDUCATION FRAMEWORK

DOMAIN: INDIVIDUAL PERSONAL HEALTH

- Dental Health
- Health Assessment
- Mental Health
- Nutrition
- Physical Fitness
- Safety
- Tobacco, Alcohol, and Drugs

DENTAL HEALTH

Topic Concepts

- Daily living practices affect one's oral health either positively or negatively.
- Daily oral hygiene and regular professional care at early ages do much to contribute to general health.
- Early dietary and dental practices greatly affect one's comfort and the health of the teeth and gums throughout life.
- Prevention and control of dental caries and periodontal disease is a major aspect of dental health.
- The field of dental health has made remarkable progress in the past few years.

DOMAIN: Individual Personal Health
TOPIC AREA: Dental Health

ESSENTIAL OUTCOMES—BY LEVELS

Topic Concept	Years 5-8 Grades K-3	Years 9-11 Grades 4-6	Years 12-14 Grades 7-9	Years 15-18 Grades 10-12
Daily living practices affect one's oral health either positively or negatively.	1. Identifies personal daily practices that affect oral health. 2. Identifies behaviors that increase the risk to the health of teeth and gums. 3. Discusses reasons for choices in daily activities that have oral health implications. 4. Distinguishes between daily practices that positively contribute to oral health and those that do not.	1. Identifies daily situations that cause variation in the practice of oral hygiene. 2. Takes appropriate precaution when engaging in activities that have potential harm for teeth and gums. 3. Describes a good program of oral hygiene.	1. Discusses habits that might affect periodontal disease. 2. Adjusts personal daily care of teeth and gums when faced with different situations. 3. Considers influences from others on dental health.	1. Evaluates personal habits in relation to promoting sound oral health. 2. Enumerates the payoffs and costs involved in developing daily living practices that result in a high level of oral health. 3. Accepts major responsibility for determining daily living practices that can affect oral health.

Daily oral hygiene and regular professional care at early ages do much to contribute to general health.	1. Demonstrates proper brushing and flossing techniques. 2. Relates clean, healthy teeth to positive feelings about self. 3. Demonstrates understanding of: A. Daily oral hygiene B. Regular professional care	1. Identifies ways oral health influences appearance. 2. Describes ways oral problems affect health other than physical. 3. Uses appropriate vocabulary in describing condition of one's teeth. 4. Identifies different daily oral hygiene activities and different types of professional care.	1. Discusses the way dental defects might affect personality, speech, group acceptance, grooming, social life, and employment. 2. Evaluates use of orthodontal devices as contributing to dental health and appearance. 3. Identifies the way neglect of teeth adversely affects other parts of body.	1. Predicts potential effects on self and others of oral neglect. 2. Lists ways parents can promote daily oral hygiene at early ages. 3. Points out factors responsible for differences in the quality of teeth and gums. 4. Differentiates between dental health problems at each stage of development.
Early dietary and dental practices greatly affect one's comfort and the health of the teeth and gums throughout life.	1. Classifies foods according to beneficial or harmful effects on the teeth. 2. Selects snacks that contribute to good dental health. 3. Describes the relationship of healthy baby teeth to healthy permanent teeth.	1. Identifies teeth and their function. 2. Summarizes the relationship of eating habits to dental health. 3. Describes beneficial or harmful effects of various foods on the teeth. 4. Expresses various ways in which people can indicate they have healthy teeth.	1. Describes and evaluates alternate ways of cleaning teeth. 2. Contrasts the effects of neglect of teeth to early and regular dental care. 3. Analyzes myths associated with dental health.	1. Discusses problems associated with the loss of teeth. 2. Discusses the relationship of prenatal care to a baby's dental health. 3. Identifies various causes of halitosis and what might be done about it. 4. Evaluates personal dietary habits in relation to their present dental health.
Prevention and control of dental caries and periodontal disease is a major aspect of dental health.	1. Examines own teeth for presence of plaque and food particles. 2. Distinguishes between healthy and unhealthy teeth.	1. Explains the decay process and identifies parts of tooth affected by decay. 2. Identifies oral disorders that might result from neglect.	1. Describes periodontal disease. 2. Illustrates the relationship between inadequate oral hygiene and periodontal disease.	1. Analyzes causes of pain in tooth decay and in periodontal disease. 2. Discusses the consequences of untreated periodontal disease.
The field of dental health has made remarkable progress in the past few years.	1. Names other professionals who assist in contributions to dental health. 2. Identifies various tasks dentists perform.	1. Identifies specialized personnel who treat dental disorders. 2. Distinguishes between roles of personnel in the dental health field.	1. Identifies ways in which dental health is restored. 2. Values the contribution of dental health professionals to people's overall well being.	1. Identifies discoveries in dental health that assist the individual in maintaining sound dental health. 2. Discusses orthodontal methods, devices, and costs in relation to modern day technology.

HEALTH ASSESSMENT

Topic Concepts

- Maintaining a high level of personal health involves one's ability to recognize those physical, mental, and environmental factors that affect health.
- Assessment of health is an ongoing process that provides information to maintain or modify health behaviors.
- Health practices and goals are highly individualized in nature.
- Systematic planning is an effective way to optimal health.
- One of the major functions of school and community health services is to provide information that will assist in personal health assessment.
- Effective assessment and follow-up of health problems require the cooperative efforts of the health care team.

DOMAIN: Individual Personal Health
TOPIC AREA: Health Assessment

ESSENTIAL OUTCOMES—BY LEVELS

Topic Concept	Years 5-8 Grades K-3	Years 9-11 Grades 4-8	Years 12-14 Grades 7-9	Years 15-18 Grades 10-12
Maintaining a high level of personal health involves one's ability to recognize those physical, mental, and environmental factors that affect health.	1. Describes characteristics of feeling well. 2. Describes characteristics of feeling sick. 3. Describes how one feels during commonly occurring events at home and school that are liked most and liked least.	1. Defines health and labels factors that can affect one's health. 2. Contrasts characteristics of wellness and illness as they relate to personal health.	1. Identifies major biological, psychological, and social factors that contribute to health and wellness. 2. Describes the factors present in the local environment that have been identified as being detrimental to health.	1. Analyzes the interrelationships of physical, mental, and emotional well-being as they relate to one's health. 2. Explains the potential effects of contemporary lifestyles and risk-taking strategies on health.

Assessment of health is an ongoing process that provides information to maintain or modify health behaviors.	1. Recognizes the need to get help when sick or injured. 2. Describes the feelings associated with eating too much food, playing too hard, and studying for a long period of time. 3. Can take pulse.	1. Identifies some indicators of the more common childhood health problems. 2. Examines own health and safety practices to determine the need for change. 3. Can assess appearance, perspiration, dizziness, pulse, breathing, pupil dilation as indicators of health status.	1. Identifies some basic components of health that may feasibly be assessed by one's self on a regular basis. 2. Evaluates behaviors in relationship to positive or negative effects on health. 3. Discusses the practical value of standardized scales and charts in assessing one's own health status.	1. Accepts health assessment procedures as valuable tools in protecting and maintaining personal health. 2. Evaluates current lifestyle with respect to its compatibility with the basic principles of achieving and maintaining optimal health.
Health practices and goals are highly individualized in nature.	1. Identifies health practices that are considered most important to good health. 2. Discusses the various ways one might organize daily health practices.	1. Compares personal health-related values with those of peers and adults. 2. Analyzes relationship of common health problems of peers to those of self. 3. Discusses the external influences that are believed to have contributed most to present health values. 4. Determines that individual health practices are often inconsistant with professed health goals.	1. Evaluates the feasibility of achieving personal health goals in light of present life circumstances. 2. Analyzes internal and external factors affecting personal health goals. 3. Describes changes in attitude toward health that have taken place since elementary school.	1. Compares consistency of current health behaviors with previously determined personal health goals. 2. Analyzes reasons for differences between current health behaviors and stated ideals.
Systematic planning is an effective way to optimal health.	1. Identifies steps one needs to take daily to take care of one's health. 2. Devises a daily schedule for completing tasks related to caring for one's health.	1. Identifies major objectives of an immediate optimal health plan. 2. Formulates a plan for positive health behaviors within the areas of current personal control.	1. Discusses how achievement of a desired health outcome will depend largely upon the quality of planning devoted to the problem. 2. Lists steps to be taken to prevent health problems and to promote wellness. 3. Analyzes the changing health needs that occur between childhood and adolescence.	1. Develops a plan that provides for immediate and long-term behavior modifications to meet changing health needs. 2. Develops an action plan to meet the changing health needs of an adult.

ESSENTIAL OUTCOMES—BY LEVELS

Topic Concept	Years 5-8 Grades K-3	Years 9-11 Grades 4-8	Years 12-14 Grades 7-9	Years 15-18 Grades 10-12
One of the major functions of school and community health services is to provide information that will assist in personal health assessment.	1. Gives examples of health information received at school or in community. 2. Explains why health information is important to individual health.	1. Describes how school screening programs can be informative. 2. Accepts participation in school screening programs as an important educational experience.	1. Identifies the types of information and services that are available from various school and community agencies. 2. Utilizes the services of school and community agencies in procuring information necessary to complete personal health profiles.	1. Concludes that a variety of reliable sources are available that will assist the individual in assessment of personal health status. 2. Describes how a program of continuous health assessment may be organized that will optimize use of school and community resources.
Effective assessment and follow-up of health problems require the cooperative efforts of the health care team.	1. Names members of a health care team. 2. Explains how a health care team works. 3. Identifies community health care professionals.	1. Differentiates between problems of the self-help type and those requiring professional help. 2. Identifies examples of professional health care providers.	1. Discusses the advisability of periodic medical and dental examinations and for seeking follow-up care if needed. 2. Identifies the specific type of health care that is delivered by various medical and allied health professionals.	1. Describes how recent changes and innovations have provided for more efficient and economical health assessment and follow-up medical care. 2. Formulates an ongoing health assessment plan that optimizes efficient and economical use of available health assessment services.

MENTAL HEALTH

Topic Concepts

- A mentally healthy person is aware of emotions and is capable of expressing them in a responsible manner.
- A positive self-concept is essential to personal happiness and effective functioning in daily living.
- A mentally healthy person accepts other people different from himself or herself.
- A mentally healthy person accepts the responsibility for his or her decisions and resultant behavior.
- The use of a rational decision-making process positively affects mental health.
- The capacity to deal with stress, anxiety, frustrations, and tensions is fundamental to mental health.
- Healthy people are capable of and willing to trust themselves and others.
- Values are guidelines on how we live our lives including the way we maintain our health.
- A mentally healthy person accepts the natural process of aging and is aware of the special needs of the aging.
- Acceptance of death as a part of the life cycle is an important aspect of mental health.
- The setting and attainment of realistic goals is an important aspect of mental health.
- An important aspect of mental health is the ability to cope with success and failure, keeping both in perspective.
- Unfulfilled mental health needs are related to emotional disorders and destructive behaviors.

DOMAIN: Individual Personal Health
TOPIC AREA: Mental Health

ESSENTIAL OUTCOMES—BY LEVELS

Topic Concept	Years 5-8 Grades K-3	Years 9-11 Grades 4-8	Years 12-14 Grades 7-9	Years 15-18 Grades 10-12
A mentally healthy person is aware of emotions and is capable of expressing them in a responsible manner.	1. Identifies situations that bring out different types of emotional response. 2. Lists various experiences and attaches a feeling to each.	1. Identifies positive ways of expressing emotions. 2. Discusses the role of emotions as each affects mental health.	1. Realizes emotions are neither bad nor good, it is how they are expressed that is important. 2. Discusses reasons why it might be difficult to express emotions in a positive manner.	1. Examines various ways of constructively expressing emotions. 2. Discusses male/female stereotypes in the expression of emotion.
A positive self-concept is essential to personal happiness and effective functioning in daily living.	1. Demonstrates a willingness to talk about self in a positive way. 2. Identifies ways individuals show they like themselves.	1. Verbalizes personal attributes. 2. Explains how feeling good about self helps one to be happy. 3. Describes characteristics of persons who like themselves as opposed to those who don't.	1. Evaluates perception of self and how others might perceive self. 2. Identifies personal strengths and weaknesses. 3. Identifies ways to increase one's self-worth.	1. Relates a positive self-concept to confident action, success, and personal happiness. 2. Identifies external and internal forces that affect self-concept.
A mentally healthy person accepts other people different from himself or herself.	1. Plays constructively with a variety of different people. 2. Recognizes and accepts varying differences between individuals. 3. Shows a willingness to accept the uniqueness of ideas and feelings of others.	1. Continues to participate even if disagreement arises. 2. Finds ways of involving and working with handicapped students.	1. Cites contributions of members of various multiethnic groups. 2. Describes lifestyles and traditions of various cultural groups.	1. Cites positive qualities in people that are different from himself or herself. 2. Analyzes the effect of acceptance of others on both parties.
A mentally healthy person accepts the responsibility for his or her decisions and resultant behavior.	1. Identifies responsibility for self. 2. Accepts punishment, failure, reward, and success as a consequence of one's own behavior. 3. Explains what it means to take responsibility for one's behavior.	1. Distinguishes between responsible and irresponsible behavior. 2. Identifies ways in which individuals blame others for their behavior. 3. Identifies probable consequences for given behavior.	1. Explains what is meant by being responsible for a behavior. 2. Refrains from giving excuses for behavior. 3. Identifies risks involved with accepting responsibility for one's life.	Affirms a decision after having considered possible alternatives and consequences.

The use of a rational decision-making process positively affects mental health.	1. Realizes that one has options in many situations. 2. Identifies situations that demand decisions. 3. Lists various choices available in given situations.	1. Describes alternative ways to handle a given situation. 2. Identifies short-term consequences of various alternatives in daily living affecting the individual.	1. Uses an effective decision-making process in daily situations. 2. Assesses factors in making choices considering effects on the future. 3. Identifies short- and long-term consequences in daily living as they affect self and others.	1. Analyzes the use of decision-making process as a technique in making choices. 2. Presents examples of responsible decision-making in resolving conflicts. 3. Differentiates between internal and external influences on decision-making. 4. Identifies long-term consequences of various alternatives in daily situations.
The capacity to deal with stress, anxiety, frustrations, and tensions is fundamental to mental health.	Recognizes sources of stress, anxiety, frustrations, and tensions in home and school.	1. Identifies changes that take place within one's environment that might affect mental health. 2. Points out ways to adapt to changes in one's daily schedule.	1. Differentiates between stress, tension, frustration, and anxiety. 2. Analyzes sources of stress, frustration, anxiety, and tension. 3. Illustrates various effects of stress on the individual.	1. Describes how environmental stress can cause psychological reactions. 2. Utilizes effective ways of dealing with stressful situations. 3. Discusses aspects of various lifestyles that reduce or enhance stress.
Healthy people are capable of and willing to trust themselves and others.	1. Tells what the word "trust" means to him or her. 2. Gives examples of people he or she trusts.	1. Identifies people he or she trusts as opposed to people he or she doesn't trust. 2. Identifies various ways to build trust.	1. Identifies factors involved in trust. 2. Suggests ways of showing how people trust themselves. 3. Identifies ways that a person can show trustworthiness.	1. Evaluates the importance of trust in developing relationships with others. 2. Suggests ways to rebuild or repair relationships when trust has been violated.
Values are guidelines on how we live our lives including the way we maintain our health.	1. Distinguishes between those things that are important to us and those things that are not important. 2. Identifies how different people act differently to situations affecting health.	1. Identifies value-laden areas relating to health. 2. Explains how our decisions are related to our values.	1. Explains what a value is. 2. Identifies how each person arrives at values. 3. Identifies some held values. 4. Identifies things that influences one's values.	1. Identifies values relating to his or her health and well being. 2. Identifies value conflicts. 3. Plans to resolve value conflicts. 4. Recognizes values as inherent and part of one's self.

Mental Health, continued

ESSENTIAL OUTCOMES—BY LEVELS

Topic Concept	Years 5-8 Grades K-3	Years 9-11 Grades 4-6	Years 12-14 Grades 7-9	
A mentally healthy person accepts the natural process of aging and is aware of the special needs of the aging.	1. Describes ways in which the elderly appear different from other people. 2. Describes changes in the individual as compared to earlier years. 3. Relates experiences with grandparents or someone elderly.	1. Identifies aging as a natural part of the life cycle. 2. Identifies ways of helping the elderly to feel worthwhile.	1. Discusses personal feelings concerning aging. 2. Recognizes special contributions of the aged to the community.	1. Identifies some of the special problems of the aged. 2. Explains reasons why problems of the aged are receiving more attention.
Acceptance of death as a part of the life cycle is an important aspect of mental health.	1. Describes situations in which the individual has had some relationship to death. 2. Expresses feelings that are experienced when one is around a death.	Identifies death as a natural part of the life cycle.	1. Discusses the effects that the death of a family member might have on him or her. 2. Discusses ways of coping with and accepting death. 3. Discusses appropriate ways of responding to people who have experienced the death of a loved one.	1. Identifies necessary steps to prepare for death. 2. Discusses personal feelings regarding death.
The setting and attainment of realistic goals is an important aspect of mental health.	1. Defines "goals." 2. Gives examples of goals. 3. Describes what it is like to reach a goal and succeed.	1. Explains why goals are important to an individual. 2. Demonstrates use of goal setting and attainment process. 3. Verbalizes feelings associated with starting something and not finishing it.	1. Identifies specific personal goals and works toward attaining them. 2. Evaluates goals periodically. 3. Relates interests and values to goal setting.	1. Describes sources of influences on goals. 2. Describes means of reassessing goals and personal status. 3. Expresses feelings experienced upon reaching a goal.

An important aspect of mental health is the ability to cope with success and failure, keeping both in perspective.	1. Explains feelings when winning and losing. 2. Discusses ways to feel better after failing or losing.	1. Discusses appropriate behavior in the event of winning or losing. 2. Identifies benefits of participating other than winning. 3. Describes the different messages one can tell oneself after succeeding or failing.	1. Identifies ways of positively coping with losing and winning. 2. Describes the meaning of being a good sport. 3. Identifies failure as a potentially positive aspect of learning mental growth. 4. Demonstrates the ability to recover after a failure or loss.	1. Evaluates the behavioral characteristics of successful people. 2. Makes a decision on the appropriateness of behavior associated with winning and losing.
Unfulfilled mental health needs are related to emotional disorders and destructive behaviors.			1. Identifies different kinds of behaviors that are disruptive or related to emotional disorders. 2. Describes situations that might lead a person to attempt suicide. 3. Identifies ways in which suicide and other disruptive behaviors may be prevented.	1. Identifies indicators of poor mental adjustment and good mental adjustment. 2. Discusses factors that might lead to child abuse. 3. Identifies ways in which child abuse might be prevented. 4. Identifies resources to help in dealing with mental health problems.

NUTRITION

Topic Concepts

- All living things need food to sustain life.
- All nutrients needed for promotion and maintenance of health are available in food.
- Healthful nutritional status is dependent on consumption of nutrients in the amounts needed for growth, development, and maintenance of the body throughout life.
- Our selection of food depends upon many different factors including food preferences; economic, family, social, and cultural environments; and individual personality.
- Individuals vary in their requirements for food energy.
- Achieving and maintaining personal weight within an optimal range requires responsible effort on the part of the individual.
- Good nutrition contributes to health by preventing some diseases and destructive conditions and alleviating other disorders.
- Reliance on dietary fads and misconceptions can be detrimental to one's health and economic well-being.
- Food processing, preparation, and storage alters food value and safety of food.

DOMAIN: Individual Personal Health
TOPIC AREA: Nutrition

ESSENTIAL OUTCOMES—BY LEVELS

Topic Concept	Years 5-8 Grades K-3	Years 9-11 Grades 4-6	Years 12-14 Grades 7-9	Years 15-18 Grades 10-12
All living things need food to sustain life.	1. Lists basic requirements for maintenance of life. 2. Relates personal customary food habits to state of general health. 3. Names life forms and describes respective food requirements. 4. Describes personal eating pattern.	Defends the role of healthful snacks in good nutrition and good health.	1. Gives examples of complete food chains in terms of transfer of nutrients from one life to another. 2. Explains the relationship of food to energy production, tissue repair and maintenance, and growth in all living things.	1. Explains the relationship of prolonged malnutrition to mental and physical illness. 2. Values food as a factor contributing to quality of life.
All nutrients needed for promotion and maintenance of health are available in food.	1. Identifies the nutrients that form the basis for food classification and names some food sources of each nutrient. 2. Classifies favorite foods according to density of nutrients that form the basis for food classification.	Explains how selecting a variety of foods generally provides the nutrients required to promote and maintain health.	1. Designs meals and snacks for one day that would satisfy nutrient requirements as well as personal preferences. 2. Lists factors that commonly cause people to avoid one or more food groups. 3. Describes the relationship of increased need for specific nutrients to factors such as growth, development, injury, and stress.	1. Assesses personal eating pattern in terms of variety and amount from commonly accepted food groups. 2. Keeps a record of food consumption for one day and analyzes it in terms of commonly accepted food groups.
Healthful nutritional status is dependent on consumption of nutrients in the amounts needed for growth, development, and maintenance of the body throughout life.	1. Understands that changes in body weight, height, girth, and bone length are signs of growth and development. 2. Relates observable signs of growth and development to food consumption.	1. Relates specific examples of growth and development to specific nutrients or interacting groups of nutrients. 2. Gives examples of malnutrition causing or contributing to interrupted growth and/or development. 3. Reads simple bar graphs that illustrate changes in height, weight, girth, and bone length and identifies periods of rapid growth.	1. Constructs simple bar graphs that illustrate the comparison of normal growth and development to impaired growth and development as a result of malnutrition. 2. Recognizes that adolescents who are growing rapidly show the effect of inadequate nutrient intake more quickly than others.	1. Explains relationship of maternal and prenatal nutrition to growth and development of infants. 2. Appreciates the importance of normal fetal and infant development to lifelong health. 3. Analyzes personal eating pattern in terms of stages of development recently undergone and immediately upcoming.

Nutrition, continued

ESSENTIAL OUTCOMES—BY LEVELS

Topic Concept	Years 5-8 Grades K-3	Years 9-11 Grades 4-6	Years 12-14 Grades 7-9	Years 15-18 Grades 10-12
Our selection of food depends upon many different factors including food preferences; economic, family, social, and cultural environments; and individual personality.	1. Lists favorite foods and describes the way color, texture, aroma, and name of the food affect him or her. 2. Analyzes why he or she likes certain foods, and relates these reasons to new, unfamiliar foods. 3. Lists food eaten at various holiday seasons.	1. Relates holiday foods to social and cultural traditions. 2. Lists factors related to food selection. 3. Relates personal preferences for food to the influences in life having to do with food selection.	1. Describes role of economy, friends, family customs, geography, and time in food selection. 2. Compares his or her food preferences to those of friends. 3. Relates his or her personality and lifestyle to eating patterns.	1. Describes how eating patterns change, given various levels of economic wealth. 2. Judges importance of various life influences on food selection.
Individuals vary in their requirements for food energy.	1. Gives examples of people who would need *more* or *less* food than others. 2. List some reasons why people need more food than others.	1. Relates body type to optimal weight range. 2. Lists factors that influence energy needs.	1. Relates metabolic rate, body type, activity level, age, and gender to energy needs. 2. Describes energy needs of various active people in terms of calories burned.	1. Analyzes his or her personal energy requirements and applies formulas to determine approximate caloric needs. 2. Diagrams caloric requirements for certain individuals at various times in their lives.
Achieving and maintaining personal weight within an optimal range requires responsible effort on the part of the individual.	1. Can weigh self and read a scale. 2. Lists reasons why people gain or lose weight.	1. Defines optimal weight range and lists tasks necessary to maintain weight within optimal range. 2. Identifies factors in daily living that make it difficult to maintain weight within optimal range. 3. Lists benefits of maintaining weight within optimal range.	1. Perceives that the losing or gaining of weight is related directly to intake and expenditure of calories. 2. Determines caloric content of various foods and relates food consumption to maintenance of weight within optimal range. 3. Describes a responsible person with regard to maintenance of weight within optimal range.	1. Describes safe processes for gaining or losing five pounds. 2. Analyzes his or her level of responsibility in maintaining weight within optimal range. 3. Constructs an action-plan for maintaining his or her weight within optimal range. 4. Values maintenance of personal weight within optimal range.

Good nutrition contributes to health by preventing some diseases and destructive conditions and alleviating other disorders.	1. Demonstrates an understanding of what good nutrition is. 2. Gives some examples of ways to practice good nutrition.	1. Perceives that good nutrition is conducive to efficient body functioning. 2. Names diseases and destructive conditions that can be prevented by proper nutrition.	1. Relates malnutrition to interruption of homeostasis and increased possibility of disease. 2. Lists some psychological and physiological conditions that can be helped by good nutrition.	1. Lists and explains the reasons for widespread malnutrition in USA and other countries. 2. Describes the impact of nutritional imbalance, overnutrition, and undernutrition on disease. 3. Describes various public programs available to improve nutritional status of Americans.
Reliance on dietary fads and misconceptions can be detrimental to one's health and economic well-being.	1. Names some dietary fads. 2. Lists some ways improper diet can hurt an individual.	1. Lists ideas about food and diet that are discussed in home, school, and community. 2. Gives examples of dietary fads and their potentially harmful effects on health and economic well-being.	1. Identifies current dietary fads and misconceptions and judges their validity given specific criteria. 2. Compares claims and scientific evidence of proponents and opponents of the need for organically grown foods. 3. Compares the claims and scientific evidence of proponents and opponents of the use of specific pesticides, herbicides, and fertilizers in food production. 4. Reads and interprets the labels on food products.	1. Compares the economic and physical costs of fad diets to normal healthy diets. 2. Defends a balanced, normal diet as a healthy diet. 3. Establishes criteria for evaluating fad diets.
Food processing, preparation, and storage alters food value and safety of food.	1. Demonstrates an understanding of food processing and preparation. 2. Lists various ways food is prepared 3. Lists various ways food is processed.	1. Completes simple food preparation tasks. 2. Lists some effects of various processing, storage, and preparation techniques on some foods.	1. Describes safe, sanitary food preparation practices. 2. Describes steps he or she can take to retain, as much as possible, the nutrients in the food he or she eats.	1. Identifies federal, state, and local agencies that control the purity and quality of food. 2. Describes conditions under which pathogens grow. 3. Describes some commercial food processing techniques. 4. Analyzes loss of vitamins due to cooking in relation to his or her ideal diet. 5. Predicts the effect of nutrients lost during food processing and preparation on personal diet.

PHYSICAL FITNESS

Topic Concepts

- Fitness enables the individual to meet the demands of life more effectively.
- Care of the body, including proper exercise, good posture, and cleanliness, is conducive to optimal functioning and continual good health.
- The proper functioning of the cardiorespiratory system is basic to good health.
- Vigorous physical activity increases muscular strength and muscular endurance.
- Fatigue is a body warning and indicates the need for periodic cessation from activity.
- Exercise should be adapted to accommodate for age, sex, occupation, physical condition, and individual preference for activity.
- All people, even those of comparable ages, have different potentials for fitness.
- Proper exercise may enhance the possibility of reaching one's life expectancy.
- Recreation refreshes the mind, body, and spirit and contributes immeasurably to health maintenance.

DOMAIN: Individual Personal Health
TOPIC AREA: Physical Fitness

ESSENTIAL OUTCOMES—BY LEVELS

Topic Concept	Years 5-8 Grades K-3	Years 9-11 Grades 4-6	Years 12-14 Grades 7-9	Years 15-18 Grades 10-12
Care of the body, including proper exercise, good posture, and cleanliness, is conducive to optimal functioning and continual good health.	1. Participates enthusiastically in play activities and posture training. 2. Demonstrates habits of cleanliness. 3. Names the types of health-promoting activities that are the most enjoyable.	1. Explains how regular exercise and practice helps to improve one's performance. 2. Describes the results when muscles are not used for a period of time. 3. Determines that a variety of health practices contribute to fitness and performance. 4. Recognizes that good eating habits are related to good physical fitness.	1. Develops a physical activity program that is based on capacities, skills, limitations, and preferences. 2. Relates basic necessity of proper eating habits to high energy output and physical performance.	1. Demonstrates a lifestyle that includes vigorous physical activity as a regular feature. 2. Demonstrates a high regard for personal fitness.
Fitness enables the individual to meet the demands of life more effectively.	1. Recognizes value of physical activity as compared to being sedentary. 2. Lists some benefits from being physically fit. 3. Gives examples of ways in which an individual can maintain fitness.	1. Identifies factors in daily living that cause stresses and strains. 2. Recognizes that suitable levels of fitness can be attained through regular, moderately vigorous activity.	1. Determines that physical fitness is extremely important in meeting the high energy demands of active and growing preadolescent children. 2. Compares the body reactions to strenuous physical activity when one is, or is not, physically fit. 3. Cites commonly occurring emergencies in daily living that require unusual amounts of effort or skill.	1. Recognizes that an optimal level of physical fitness is desirable even though daily living energy demands may be minimal. 2. Maintains a high level of physical fitness through participation in a wide variety of vigorous physical activities.
The proper functioning of the cardiorespiratory system is basic to good health.	1. Can locate heart and lungs and explain how they keep us alive. 2. Can describe conditions under which the heart and lungs work harder or slower.	1. Describes how the cardiorespiratory system functions in the re-oxygenation of blood. 2. Relates high energy output and the need for more efficient delivery of oxygen to the body cells. 3. Describes how continued participation in endurance activities will diminish or delay breathing distress that is associated with prolonged strenuous effort.	1. Explains how a trained cardiorespiratory system works much more easily and efficiently during both stress and nonstress situations. 2. Analyzes how a sedentary lifestyle contributes to a lessened cardiorespiratory efficiency.	1. Discusses how proper cardiorespiratory conditioning helps prevent premature cardiovascular diseases. 2. Maintains a good physical activity program that includes aerobic activities.

Physical Fitness, continued

ESSENTIAL OUTCOMES—BY LEVELS

Topic Concept	Years 5-8 Grades K-3	Years 9-11 Grades 4-8	Years 12-14 Grades 7-9	Years 15-18 Grades 10-12
Vigorous physical activity increases muscular strength and muscular endurance.	1. Distinguishes between vigorous activity and light or moderate activity. 2. Describes bodily feelings following vigorous physical activity.	1. Describes how muscles grow in size and strength through vigorous exercise. 2. Explains how prolonged work or training enables one to do more work with less effort.	1. Discusses the various types of resistance exercises one might do to develop muscular strength. 2. Explains why an effective exercise program must include activities that contribute to both strength and stamina. 3. Discusses the interrelationship of muscular strength and muscular endurance.	1. Describes the physiological processes involved in the growth of muscle fibers, increased heart beat volume, and increased capillary circulation. 2. Relates good muscular tonus to increased efficiency of all body systems. 3. Develops a personal exercise program that includes developmental activities for strength and endurance.
Fatigue is a body warning and indicates the need for periodic cessation from activity.	1. Describes ways in which the body signals that fatigue is present. 2. Lists reasons why fatigue would take place quicker some times than others. 3. Recognizes that the body gets tired from exercise and needs rest.	1. Identifies some basic factors involved in the development of physical and mental fatigue. 2. Enumerates hazards connected with participating to the point of exhaustion in any activity. 3. Recognizes fatigue is also an indicator of good physical exertion. 4. Discusses fatigue that may result from boredom or inactivity.	1. Compares the types of fatigue that result from different activities. 2. Discusses fatigue that may result from boredom or inactivity. 3. Determines that one can plan daily living activities so that most forms of fatigue will be minimized.	1. Discusses the physiological factors that cause fatigue. 2. Determines that participation to near-exhaustion is high-risk behavior. 3. Recognizes that nature has a built-in safety device that causes one to reach psychological exhaustion before reaching physical exhaustion.
Exercise should be adapted to accommodate for age, sex, occupation, physical condition, and individual preference for activity.	1. Matches certain forms of exercise with different groups. 2. Can explain why exercise should be different for different people.	1. Identifies the type of games and physical activities that seem to be preferred by this age group.	1. Discusses why some sport and game activities in which older students and adults participate may not be suitable or enjoyable for younger students.	1. Analyzes why individual and dual sports have increased appeal and participation possibilities for older students and adults.

		2. Discusses personal preference relating to activities of low organization, team games, and individual sports. 3. Selects some appropriate form of physical activity as opposed to inactivity.	2. Discusses how some activities may be modified to make them suitable for younger student participation. 3. Describes the type of physical conditioning that should precede participation in some sports.	2. Determines that many beneficial and enjoyable physical activities can be suitably modified for persons with limiting handicaps. 3. Discusses the reasons for the popularity of jogging and other aerobic activity programs among all age groups. 4. Discusses the implications of the expanding girls' and women's sports programs.
All people, even those of comparable ages, have different potentials for fitness.	1. Explains some physical activities that are easier for oneself and those that are harder to perform. 2. Knows that having different potentials for fitness has nothing to do with one's worth as a person.	1. Explains the advantages and disadvantages of different bodily forms and stages of development in performing certain activities. 2. Identifies activities where certain physical attributes or capacities have a decided advantage. 3. Gives examples of persons who have been successful in spite of limitations.	1. Recognizes that inherited body systems vary considerably with respect to functional capacities. 2. Determines that similar performance scores by two people in a given activity do not necessarily indicate a sameness of potential or capacity. 3. Recognizes that a normal performance level for any age group is represented by a broad range of score values. 4. Explains how some people have overcome physical limitations and handicaps and have excelled.	1. Determines that inherited capacity is the ultimate determinant of performance level, although not an important role in the levels actually achieved. 2. Recognizes that desire may often cause one to exceed an expected level of performance, but some limits are absolute.
Proper exercise may enhance the possibility of reaching one's life expectancy.	1. Lists ways in which he or she gets exercise. 2. Describes the feeling in the body before and after exercise, such as during play.	1. Shows some major bodily changes that take place during exercise and how these changes can benefit the body. 2. Explains why more adults are exercising and how this is of benefit to them. 3. Describes how increased vitality enhances the body's resistance to disease.	1. Recognizes that exercise enhances total body function including that of the internal organs. 2. Concludes that a well-functioning organic system is less likely to develop chronic and degenerative ailments as the aging process continues.	1. Analyzes the contribution proper exercise makes to alleviating the factors associated with diseases causing premature death. 2. Relates exercise as a preventive agent against secondary aging.

Physical Fitness, continued

ESSENTIAL OUTCOMES—BY LEVELS

Topic Concept	Years 5-8 Grades K-3	Years 9-11 Grades 4-6	Years 12-14 Grades 7-9	Years 15-18 Grades 10-12
Recreation refreshes the mind, body, and spirit, and contributes immeasurably to health maintenance.	1. Names some activities that are recreation and not work. 2. Describes occasions when it is important to the individual to engage in recreation.	1. Discusses how recreation differs from work, rest, or even physical education. 2. Identifies hobbies and leisure time activities that are preferred and that are reasonably available.	1. Associates recreational activities with a stress-relieving change of pace in daily living. 2. Explains why recreation can and often does result in fatigue and yet is not work.	1. Discusses the meaning and possible benefits of periodically losing one's self in a recreational activity. 2. Compares the amount of time that may be partially available for recreational activities for different family members. 3. Identifies the type of recreational activities that may best meet the needs of people of differing occupations.

SAFETY

Topic Concepts

- An understanding of accidents is a major step in accident prevention.
- By taking precautions and acting in a safe manner, accidents can often be prevented.
- Pedestrians and vehicle operators have certain restrictions and rules of behavior that can affect safety on the road.
- Correct emergency care may save a life.
- The interaction of personal desires, decision-making skills, and pressures are major factors for engaging in risk-taking activities.
- Many factors in people's occupational environment can, if uncontrolled, endanger their health and safety and that of others.
- Accidents account for great losses of time, money, and human resources.
- Knowing, following, and acting upon the community or job disaster plan can minimize injury, save lives, and reduce property loss.

DOMAIN: Individual Personal Health
TOPIC AREA: Safety

ESSENTIAL OUTCOMES—BY LEVELS

Topic Concept	Years 5-8 Grades K-3	Years 9-11 Grades 4-6	Years 12-14 Grades 7-9	Years 15-18 Grades 10-12
An understanding of accidents is a major step in accident prevention.	1. Identifies different accidents. 2. Locates places at school and recalls places at home where accidents often happen. 3. Summarizes what happens in an accident.	1. Cites examples of situations where persons have been emotionally upset and accidents have happened. 2. Explains how different locations for living can create new safety problems. 3. Lists new inventions or innovations that require safety adjustments. 4. Classifies accidents according to types. 5. Makes a list of unsafe behaviors at school and home that could lead to accidents. 6. Demonstrates ways of preventing accidents.	1. Analyzes the statement "Accidents don't just happen." 2. Lists major health factors that might cause one to act in an unsafe manner. 3. Identifies the basic factors that are present in all accidents. 4. Given examples of accidents, shows how accidents could be prevented.	1. Given problematic situations involving low levels of emotional or physical health, develops alternative strategies for preventing accidents. 2. Distinguishes between those accidents that are avoidable and those that are unavoidable.
By taking precautions and acting in a safe manner, a person can often prevent accidents.	1. Points out advantages of putting materials, toys, and equipment away after use. 2. Identifies health and safety hazards in one's environment. 3. Explains ways in which one may act safely. 4. Identifies at least one unsafe behavior and explains how it could be prevented.	1. Cites examples of accidents that have occurred as a result of improper use, storage, or maintenance of toys and equipment. 2 Explains corrective behavior in above situations. 3. Gives examples of people who are safety conscious. 4. Examines health and safety practices to determine need for change.	1. Describes how an individual can develop a safety-conscious attitude in daily life. 2. Lists the payoffs from being safety conscious. 3. Given situations where accidents have occurred, suggests ways accidents could have been prevented. 4. Given specific situations, demonstrates how one can be considerate of others' safety.	1. Outlines major factors that serve as deterrents to one's being safety conscious. 2. Defines situations that might cause a usually safe person to act in an unsafe manner. 3. Identifies ways of preventing accidents at work or school. 4. Constructs a plan for operating in such a way so as to prevent accidents.

	5. Distinguishes between safe and unsafe behavior on the playground. 6. Tells about what can happen to others when one is acting safely or unsafely at work or play. 7. Explains ways in which one can act safely at home or at school.	5. Protects self appropriately when participating in enjoyable situations that could endanger health or safety. 6. Verbalizes the different feelings experienced in being around a person who acts without concern for others' safety as compared to one who acts conversely.		5. Contrasts the payoffs of being considerate vs. being inconsiderate about another's safety.
Pedestrians and vehicle operators have certain restrictions and rules of behavior that can affect safety on the road.	1. Identifies rules of pedestrian safety. 2. Obeys directions of crossing guards and bus drivers. 3. Identifies signs that aid the pedestrian. 4. Points out dangerous pedestrian and bicycle behaviors. 5. Demonstrates pedestrian safety.	1. Shows how proper care and maintenance contributes to bicycle safety. 2. Contrasts safe and unsafe bicycle and pedestrian safety. 3. Explains why safe pedestrian and bicycle safety practices contribute to others' health and safety.	1. Justifies the need for rules and regulations for all who use the road. 2. Identifies the special adjustments that are required when walking or operating a motor vehicle at night. 3. Contrasts the principles of bicycle safety, motorcycle safety, and motor vehicle safety.	1. Synthesizes the problems of driving while intoxicated. 2. Analyzes the meaning of defensive driving. 3. Summarizes the reasons behind higher insurance rates for teen drivers. 4. Differentiates between safe and unsafe driving practices. 5. Recognizes situations that make motor vehicle operation more hazardous than is normal.
Correct emergency care may save a life.	1. Recognizes when a person is sick or injured and in need of assistance. 2. Gives examples of people who assist when people are sick or injured. 3. Knows what to do when he or she is injured.	1. Knows where to get assistance for those persons who can provide or get emergency care when life or health is in danger. 2. Can identify general symptoms of life-threatening condition. 3. Identifies major sources of toxic substances. 4. Knows the general effects of toxic substances on the body.	1. Can individually locate appropriate assistance, given life-threatening situations. 2. Can assist in the care of persons in life-threatening situations. 3. Expresses feelings about entering into an emergency situation. 4. Can apply the Heimlich maneuver and cardio-pulmonary resuscitation.	1. Can apply basic first-aid assistance in life-saving situations. 2. Values first aid as an important skill for all citizens.

TOPIC AREA: Safety, continued

ESSENTIAL OUTCOMES—BY LEVELS

Topic Concept	Years 5-8 Grades K-3	Years 9-11 Grades 4-8	Years 12-14 Grades 7-9	Years 15-18 Grades 10-12
The interaction of personal desires, decision-making skills, and pressures are major factors for engaging in risk-taking activities.	1. Distinguishes between high-risk and low-risk activities. 2. Describes why some people who engage in high-risk activities don't get hurt or killed.	1. Distinguishes between safe and harmful behavior based on current limits and capabilities. 2. Explains how people can engage in risk-taking activities and still operate in a safe manner.	1. Evaluates behaviors as each relates to positive or negative effects on safety. 2. Analyzes the effect of contemporary lifestyles and risk-taking strategies on health and safety.	1. Evaluates current lifestyle behaviors and how each affects the quality of health in daily living. 2. Identifies the forces that cause individuals to act in an unsafe manner in spite of knowledge of facts.
Many factors in people's occupational environments, can, if uncontrolled, endanger their health and safety and that of others.	1. Differentiates between high-risk and low-risk jobs. 2. Gives examples of ways in which workers may be protected on jobs.	1. Gives illustrations of safety precautions to be used with equipment at home. 2. Gives examples of ways in which people at home act safely while working.	1. Identifies threats to individual safety as a result of recent technology. 2. Points out particular safety responsibilities within certain occupations.	1. Points out safety procedures in different occupations. 2. Synthesizes the general principles of occupational safety rules. 3. Explains the contribution of safety education in preventing accidents at work.
Accidents account for great losses of time, money, and human resources.	1. Explains the social implications of accident loss. 2. Expresses a hierarchy of values concerning the losses in accidents.	1. Is aware of the tremendous prices paid because of accidents. 2. Cites instances in which the accidents of certain persons are paid for by others.	1. Explains how things change and what changes when one has an accident. 2. Discusses those accidents that have the greatest potential for damage.	1. Lists accidents and explains the losses that take place. 2. Gives examples of types of accidents.
Knowing, following, and acting upon the community or job disaster plan can minimize injury, save lives, and reduce property loss.	1. Names some disasters that the community has plans for, and how the community population is informed. 2. Knows what to do in the case of disasters that could happen in the community.	1. Explains why disaster plans are necessary. 2. Describes potential effects of disaster situations without such plans.	1. Knows where to get information about the community disaster plan. 2. Acts effectively in carrying out emergency or disaster plans.	1. Justifies the need for disaster plans either at work or in the community. 2. Explains the basic outline of the nature of a disaster plan.

TOBACCO, ALCOHOL, AND DRUGS

Topic Concepts

- Drugs can be beneficial or harmful depending on their use.
- People have used drugs in various forms and for different reasons for thousands of years. The use of drugs has increased our life expectancy.
- The use and abuse of drugs is the result of an independent decision made on the basis of values and needs.
- Decisions about drug taking are influenced by awareness of alternatives, disposition to risk taking, and circumstances surrounding the event.
- Millions of dollars are spent annually to influence the public's use of drugs.
- Cigarette smoking affects all systems of the body.
- Motivations for experimenting with drugs often differ from motivations for continued use of drugs.
- Alcoholism is a major drug problem and one of the most pressing social problems in America.
- A variety of treatment modalities are available to assist in the rehabilitation of addicts and habitual users.
- Many persons in this culture view tobacco, alcohol, and caffeine as socially acceptable substances.
- Psychoactive drugs are normally classified according to their effect on the nervous system.
- The uncontrolled use of chemicals may affect the health and safety of ourselves and others.
- Laws regarding the use of drugs have their foundation in the traditions and cultural values of the society.

DOMAIN: Individual Personal Health
TOPIC AREA: Tobacco, Alcohol, and Drugs

ESSENTIAL OUTCOMES—BY LEVELS

Topic Concept	Years 5-8 Grades K-3	Years 9-11 Grades 4-6	Years 12-14 Grades 7-9	Years 15-18 Grades 10-12
Drugs can be beneficial or harmful depending on their use.	1. Identifies potential harm in misusing common substances. 2. Distinguishes between drugs and nondrugs. 3. Discusses why medicine should be taken under proper supervision. 4. Knows safety rules for taking any drug.	1. Differentiates between the terms "use," "abuse," and "misuse" as they relate to the taking of drugs socially and medically. 2. Explains problems associated with the misuse of OTC drugs. 3. Defines medicinal substances.	1. Identifies most common potential psychological and physiological dangers in the indiscriminate use of drugs. 2. Identifies circumstances in which drug taking might be safe in one sense and harmful in another.	1. Analyzes the potential effect of continual or heavy drug use on other people or society. 2. Weighs the worth of drugs to humans versus the harm to humans.
People have used drugs in various forms and for different reasons for thousands of years. The use of drugs has increased our life expectancy.	1. Identifies drugs he or she may take. 2. Gives examples of situations when people might take drugs. 3. Names all drugs that he or she has heard about. 4. Knows different ways in which drugs may be taken.	1. Identifies drugs used to get over an illness. 2. Identifies drugs used to maintain life. 3. Describes situations in which drug taking might be essential. 4. Distinguishes between the drugs that are taken for medical reasons and those that are socially used. 5. Identifies drugs contained in commonly used foods and substances.	1. Describes drug use in culturally diverse groups. 2. Traces changing drug patterns over the last 25 years. 3. Identifies different occasions where some form of drug taking is acceptable. 4. Identifies drug use that is related to ritualistic situations.	1. Lists effects of modern medicine on health levels of humans. 2. Explains the fact that most persons are drug users to some degree. 3. Analyzes the implications of a drug-using society. 4. Synthesizes the forces that have led us to being a drug-oriented society.
The use and abuse of drugs is the result of an independent decision made on the basis of values and needs.	1. Gives examples of situations where people make decisions about drugs. 2. Names some situations when people take drugs.	1. Discusses positive ways of dealing with stress, disapointment, peer pressure. 2. Describes the influence friends have on his or her drug-taking behavior. 3. Differentiates between drug use and abuse.	1. Evaluates the impact of peer acceptance on health-related behaviors and choices. 2. Identifies specific needs an individual might try to meet by taking drugs. 3. Describes the media's role in reinforcing group acceptance for taking drugs.	1. Describes the relationship of drug-taking behavior to mental and social health problems. 2. Identifies personal values and determines the effect of drug usage on own value system.

Decisions about drug taking are influenced by awareness of alternatives, disposition to risk-taking, and circumstances surrounding the event.	1. Lists some of the information an individual needs to know before making a decision about drug use. 2. Identifies situations when drug taking is a dangerous behavior either to a) self or b) others.	1. Discusses the importance of drug education in developing an awareness of appropriate alternatives. 2. Discusses factors that might affect one's decisions about the use of drugs. 3. Gives examples of ways to respond to pressures to take drugs.	1. Discusses factors that influence an individual's experiences with drugs. 2. Identifies the individual risks involved in experimenting with various drugs. 3. Identifies alternatives to using some of the most common drugs.	1. Describes how individual differences and tolerance levels cause people to react differently to drugs. 2. Describes how psychological set, general health, physical settings, and personal expectations affect a drug-taking experience.
Millions of dollars are spent annually to influence the public's use of drugs.	1. Points out reasons why people buy drugs. 2. Lists ways in which people find out about drugs. 3. Identifies drugs that are advertised in popular media.	1. Identifies ways in which the media condone and/or further the use of drugs in our society. 2. Cites particular TV commercials that encourage drug use.	1. Identifies the appeals used to sell tobacco and alcohol. 2. Analyzes the impact of the message "take X drug to feel better."	1. Evaluates misconceptions, beliefs, and information on drugs to establish a sound basis for personal action. 2. Comprehends the popular appeal of drugs in our culture.
Cigarette smoking affects all systems of the body.	1. Comprehends that cigarette smoking is harmful to health. 2. Points out some negative effects of cigarette smoking on the body.	1. Identifies the major chemical substances in cigarettes. 2. Describes the short-term effects of cigarette smoking on the body systems.	1. Explains the effect of cigarette smoke on the nonsmoker. 2. Describes specific effects of nicotine on the body systems.	1. Draws conclusions from scientific studies about the physiological and psychological effects of smoking. 2. Pulls together the relationship between cigarette smoking and other factors such as: occupation, age, race, smoking patterns. 3. Analyzes the complex variables that make the effects of smoking behavior highly individualized.
Motivations for experimenting with drugs often differ from motivations for continued use of drugs.	1. Gives reasons why people would try drugs, smoking, or alcohol. 2. Cites things to consider when thinking about using or not using drugs.	1. Identifies reasons young people begin to smoke or experiment with drugs. 2. Identifies reasons why some young people don't begin to smoke or use drugs.	1. Gives examples of alternatives to drugs. 2. Projects reasons why people continue a habit such as smoking.	Compares motivations for drug use as a young adult with possible motivations for continued use in later years.

Tobacco, Alcohol, and Drugs, continued

ESSENTIAL OUTCOMES—BY LEVELS

Topic Concept	Years 5-8 Grades K-3	Years 9-11 Grades 4-6	Years 12-14 Grades 7-9	Years 15-18 Grades 10-12
Alcoholism is a major drug problem and one of the most pressing social problems in America.	1. Discusses the meaning of alcoholism and what it does to people. 2. Relates some of the ways alcoholism can affect the family.	1. Discusses ways to help a friend who may be a problem drinker. 2. Knows sources of help for someone who has a drinking problem.	1. Cites reasons why alcoholism is increasing and reaching younger age groups. 2. Identifies social problems arising from an increase in alcoholism.	1. Discusses the effects of alcoholism on other family members. 2. Evaluates the rise in alcoholism and the increase in crime and highway deaths.
A variety of treatment modalities are available to assist in the rehabilitation of addicts and habitual users.	Discusses why treatment is necessary for some drug users.	Explains why treatment modalities are often unsuccessful and what is necessary to be successful.	1. Describes the various smoking cessation methods. 2. Lists treatment methods available to the alcoholic.	1. Evaluates a variety of drug treatment modalities. 2. Analyzes similarities among treatment modalities for smokers, alcoholics, drug addicts.
Many persons in this culture view tobacco, alcohol, and caffeine as socially acceptable substances.	Gives examples of situations where tobacco, alcohol, and caffeine are commonly used in this society.	Differentiates between socially acceptable use of drugs and safe use of drugs.	1. Discusses the difficulty of being a nondrug user in our society. 2. Identifies ways society condones smoking and drinking.	1. Compares the stereotypically labeled "drug user" to the more typical user of today. 2. Suggests reasons why alcohol is accepted by many whereas other drugs are not.
Psychoactive drugs are normally classified according to their effect on the nervous system.		1. Explains effects of alcohol, tobacco, and marijuana on the central nervous system. 2. Classifies common psychoactive drugs.	Differentiates between short- and long-term effects of stimulants and depressants.	Relates effects of hallucinogens, cocaine and narcotics on the nervous system.
The uncontrolled use of chemicals may affect the health and safety of ourselves and others.		Explains the ways that drugs may affect our health and safety.	Explains situations that make drug abuse more than personal involvement.	1. Relates the misuse of chemicals to crime (homicide, suicide, robbery, rape). 2. Describes potential dangers of drinking on the job and the use of equipment.
Laws regarding the use of drugs have their foundation in the traditions and cultural values of the society.	Knows why laws pertaining to drugs are necessary.	1. Knows basic laws concerning drug use and abuse. 2. Knows which drugs are legal and which drugs are illegal.	1. Compares laws concerning alcohol with those concerning "hard" drugs. 2. Points out inconsistencies in laws regarding drugs.	1. Lists state laws regarding the use of drugs. 2. Relates state laws to traditions and values in the state and in the country.

DOMAIN: HEALTH WITH OTHERS CLOSE TO ME

Consumer Health and Health Services
Disease
Family Health
Social Health

CONSUMER HEALTH AND HEALTH SERVICES

Topic Concepts

- With the abundance of available health-related information, one must discriminate between reliable and unreliable sources to protect one's health.
- Each day persons are confronted with consumer situations that have potential for influencing the health of the individual, the family, and the community.
- Knowledge of advertising practices is helpful in making appropriate selections about health products and services.
- One's knowledge of and willingness to use health services have a major impact on his or her health.
- A wise consumer considers several factors including safety, efficiency, and cost when deciding about health products and services.
- Decisions about health information, services, and products are influenced by feelings, emotions, values, and cultural and traditional experiences, all of which are susceptible to change.
- The success or failure of medical quacks or medical messiahs is strongly related to the degree of gullibility or skepticism of the consumer.
- Conscious and regular care of one's health is an effective way of saving time and money.

DOMAIN: Health With Others Close To Me
TOPIC AREA: Consumer Health and Health Services

ESSENTIAL OUTCOMES—BY LEVELS

Topic Concept	Years 5-8 Grades K-3	Years 9-11 Grades 4-6	Years 12-14 Grades 7-9	Years 15-18 Grades 10-12
With the abundance of available health-related information, one must discriminate between reliable and unreliable sources to protect one's health.	1. Identifies various sources of health information. 2. Identifies individuals from whom to accept advice and assistance.	1. Explains some ways in which myths and misconceptions concerning health are started and passed on. 2. Identifies common health myths and misconceptions. 3. Cites laws that exist to protect the consumer.	1. Analyzes what makes a source of health information reliable. 2. Points out warning signs of unreliable health information. 3. Identifies agencies that aid in consumer protection.	1. Evaluates the potential influence of health fads, misconceptions, and frauds on his or her health. 2. Identifies a personal health need and selects the kind of information that would be helpful in meeting that need. 3. Corrects common health-related misconceptions.
Each day persons are confronted with consumer situations that have potential for influencing the health of the individual, the family, and the community.	1. Gives examples of situations that would be dangerous to one's health and safety. 2. Demonstrates preventive behavior that can help one avoid potentially dangerous situations.	1. Illustrates the use of a decision-making process in health-related matters. 2. Points out situations that are or could be dangerous to oneself, one's family, one's community. 3. Executes appropriate action in situations potentially dangerous to oneself or others.	1. Identifies alternatives and consequences of decisions concerning personal health behavior and major health issues. 2. Describes persons who might be more susceptible to making poor consumer health decisions.	1. Cites examples of consumer health decisions that have an impact on the family. 2. Describes one's role in maintaining personal and social welfare as a health consumer. 3. Demonstrates how one can improve decision-making skills relating to consumer health.
Knowledge of advertising practices is helpful in making appropriate selections about health products and services.	1. Identifies what is meant by a health choice. 2. Names health-related products that are advertised on TV.	1. Identifies examples of advertising that have implications for health. 2. Appraises advertised health products. 3. Recognizes that he or she has choices concerning decisions about health matters.	1. Identifies advertisements where the need to be concerned about others is used as a selling point for a health product. 2. Relates making choices about health as feeling good about doing things for oneself. 3. Understands the messages behind commercial advertising of health-related products.	1. Explains how advertising influences one to buy products and services. 2. Identifies approaches used in advertising to influence consumer decisions. 3. Differentiates between factual information and false advertising.

One's knowledge of and willingness to use health services have a major impact on his or her health.	1. Cites some positive ways to care for one's health. 2. Given examples of inappropriate health behavior, shows how correct action can be taken.	1. Cites reasons people fail to care for their own health. 2. Describes the individual role of the consumer of health products and services. 3. Investigates the extent that superstitions prevent people from acting wisely in the selection and use of health products.	1. Relates how self-diagnosis and self-treatment can endanger health. 2. Identifies major factors influencing one's level of care for his or her health. 3. Evaluates personal health practices and determines whether or not they contribute to his or her health.	1. Synthesizes the problem of not having a primary care practitioner available. 2. Distinguishes between various medical specialties and different health advisors. 3. Categorizes different forms of medical care.
A wise consumer considers several factors including safety, efficiency, and cost when deciding about health products and services.		1. Names various professionals in the allied health fields who would be able to give assistance in time of need. 2. Recognizes that everyone is a consumer of health products.	1. Identifies steps in the selection of a health practitioner. 2. Distinguishes between medical doctors, osteopaths, and chiropractors. 3. Identifies worthless drugs, products, and services.	1. Demonstrates effective methods for selecting a health professional. 2. Distinguishes between worthwhile health products and services and worthless products and services. 3. Discovers that there are many important differences among health specialists.
Decisions about health information, services, and products are influenced by feelings, emotions, values, and cultural and traditional experiences, all of which are susceptible to change.		1. Cites examples of how an individual can meet consumer health needs. 2. Cites pros and cons of convenience store shopping.	1. Describes how decisions about health products and services are influenced by one's environment. 2. Lists factors to consider when choosing a source for health care. 3. Points out pluses and minuses of eating at fast food restaurants.	1. Identifies values that come into play in making consumer health choices. 2. Relates purchases of health products and services to specific motivations that influenced those decisions. 3. Cites examples of how concern for health of others in the family influences the buying of health products/services.
The success or failure of medical quacks or medical messiahs is strongly related to the degree of gullibility or skepticism of the consumer.	Explains why medications have a potential for danger.	1. Identifies fraudulent health messages and practices and suggests ways to recognize each. 2. Identifies health conditions most susceptible to quackery.	1. Identifies common behaviors, appeals, and messages of the quack or medical messiah. 2. Explains correct procedures in reporting a fraudulent health product or service. 3. Lists the kinds of persons most susceptible to quackery information and devices.	1. Summarizes the role of emotions and testimonials in the success of quackery. 2. Analyzes the difference between a quack and a competent medical practitioner.

Consumer Health and Health Services, continued

ESSENTIAL OUTCOMES—BY LEVELS

Topic Concept	Years 5-8 Grades K-3	Years 9-11 Grades 4-6	Years 12-14 Grades 7-9	Years 15-18 Grades 10-12
Conscious and regular care of one's health is an effective way of saving time and money.		Demonstrates ways that show acceptance of responsibility for one's own health.	Explains why prevention of disease and promotion of health are more economical strategies than paying for care and treatment.	1. Defines personal responsibility in seeking and taking part in health care services. 2. Differentiates between consciously caring for one's health and preventing illness. 3. Compares the costs of preventive versus professional care.

DISEASE

Topic Concepts

- Everyone has the potential for diseases at all times.
- Many diseases can be prevented.
- Communicable diseases are caused by micro-organisms.
- Respiratory infections are among the most prevalent diseases.
- Control of disease involves early diagnosis and treatment.
- Chronic and degenerative diseases are a major problem of all ages.
- Most Americans do not observe simple preventive measures that could minimize the effects of chronic and degenerative diseases.
- Controlling chronic and degenerative diseases depends upon the individual's knowledge of, and response to, early symptoms.
- Disease causes the body systems to become imbalanced.
- Once a disease is present, medical treatment consists of an attempt to alter the course of the disease.
- Sexually transmitted diseases are a major health problem.

DOMAIN: Health With Others Close To Me
TOPIC AREA: Disease

ESSENTIAL OUTCOMES—BY LEVELS

Topic Concept	Years 5-8 Grades K-3	Years 9-11 Grades 4-8	Years 12-14 Grades 7-9	Years 15-18 Grades 10-12
Everyone has the potential for diseases at all times.	1. Names common childhood diseases. 2. Identifies factors contributing to diseases.	1. Lists the leading causes of absences from school. 2. Contrasts childhood illnesses with adult illnesses.	1. Describes the most prevalent diseases during adolescence. 2. Lists ways in which the most prevalent diseases can be prevented.	1. Describes the individual's potential for disease. 2. Describes situations that enhance or reduce chance of disease.
Many diseases can be prevented.	1. Identifies things that can be done to take care of one's health. 2. Gives examples of diseases that can be controlled by immunization. 3. Takes precautions in avoiding and/or spreading diseases.	1. Points out behaviors that can reduce susceptibility to disease. 2. Discusses the need for immunization requirements in Texas public schools.	1. Identifies major biological, psychological, and social factors that contribute to wellness. 2. Identifies the physiological response of the body to immunization. 3. Recognizes that health can be promoted by decisions that will enhance wellness.	1. Contrasts the concepts of promoting wellness vs. treating disease. 2. Analyzes reason why communicable diseases persist in being a problem in spite of available immunization. 3. Develops a plan for preventing disease through promoting health.
Communicable diseases are caused by micro-organisms.	1. Names common communicable diseases. 2. Identifies ways micro-organisms enter the body.	1. Describes the nature of micro-organisms. 2. Describes the causes and effects of major communicable diseases.	Identifies the components of the chain of infection.	Analyzes the statement: "There is no such thing as a single cause of disease."
Respiratory infections are among the most prevalent diseases.		1. Identifies the most common respiratory infections. 2. Describes the causes and effects of respiratory illness on the body. 3. Takes precautions in avoiding respiratory infections.	1. Analyzes misconceptions about the common cold. 2. Recognizes the role of others in the transmission of respiratory infection.	Evaluates the role of self-medication in preventing and treating respiratory illnesses.

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Control of disease involves early diagnosis and treatment.		1. Describes symptoms of common childhood diseases. 2. Identifies plans for emergency care in case of accidents or illness.	1. Explains the reasons to promptly seek assistance for serious or persistent health problems. 2. Demonstrates emergency care techniques for sudden illness. 3. Recognizes society's disregard of scientific information and continued use of harmful products or services.	Discriminates between appropriateness of providing self-care and care from a health professional based upon specific signs and symptoms.
Chronic and degenerative diseases are a major problem of all ages.		1. Cites examples of chronic and degenerative diseases. 2. Identifies the causes of major chronic and degenerative disease.	1. Identifies major chronic and degenerative diseases and their incidence among various age groups. 2. Discusses immediate and long-term effects of selected chronic and degenerative disease.	1. Analyzes the impact of chronic and degenerative diseases upon society. 2. Analyzes reasons for dramatic change in incidence of chronic and degenerative diseases.
Most Americans do not observe simple preventive measures that could minimize the effects of chronic and degenerative diseases.	1. Identifies things people can do to keep from becoming ill. 2. Identifies habits that might affect health as people grow older.	1. Lists behaviors that are detrimental to health. 2. Identifies specific behaviors that might enhance one's health.	1. Analyzes reasons for engaging in risk-taking behavior. 2. Identifies steps a teenager can take to prevent certain health problems.	1. Analyzes motivations behind continued behavior that may have the potential for illness or injury. 2. Defends the concept: an ounce of (health) prevention is worth a pound of (health care) treatment. 3. Develops and defends a preventive health action plan.
Controlling chronic and degenerative diseases depends upon the individual's knowledge of, and response to, early symptoms.	Identifies two major chronic or degenerative diseases.	1. Describes chronic or degenerative disease common to this age group. 2. Describes what one might do if one thought he or she had a disease.	1. Identifies signs and symptoms of major chronic and degenerative diseases. 2. Describes the importance of early diagnosis and treatment of chronic and degenerative diseases.	1. Identifies alternative behaviors a person may take in response to signs and symptoms of chronic and degenerative diseases. 2. Determines health care treatment alternatives.

Disease, continued

ESSENTIAL OUTCOMES—BY LEVELS

Topic Concept	Years 5-8 Grades K-3	Years 9-11 Grades 4-6	Years 12-14 Grades 7-9	Years 15-18 Grades 10-12
Disease causes the body systems to become imbalanced.	1. Describes ways the body changes when an illness is present. 2. Identifies the difference in how one feels when one becomes ill.	1. Describes ways the body reacts to infection. 2. Identifies the effects of specific diseases upon the body.	1. Describes the role of homeostasis in the body function. 2. Identifies major biological reactions to disease.	1. Discusses the potential psychological and social impact of disease. 2. Identifies major physiologic sequences of disease. 3. Identifies diseases that have great potential for death unless intervention occurs.
Once a disease is present, medical treatment consists of an attempt to alter the course of the disease.	1. Describes events that take place when one becomes ill. 2. Describes what a medical person might do in treating an illness.	1. Describes what an individual might do to treat an illness. 2. Identifies reasons one might seek medical cure.	1. Describes appropriate sources of health care for dealing with specific diseases. 2. Analyzes the role of self-treatment in dealing with disease.	1. Describes the interaction of different treatment modalities used with diseases. 2. Describes the benefits of active participation of the individual in the treatment process.
Sexually transmitted diseases are a major health problem.			1. Identifies major venereal diseases and their methods of transmission. 2. Explains the signs and symptoms of venereal diseases. 3. Describes the potential effects of untreated and repeated VD. 4. Describes obstacles that prevent people from seeking treatment for sexually transmitted diseases.	1. Judges alternative sources of treatment for venereal disease within the community. 2. Defines the individual's responsibility for preventing and controlling venereal disease. 3. Analyzes common misconceptions regarding sexually transmitted diseases.

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FAMILY HEALTH

Topic Concepts

- The health of the family is dependent upon the contributions of each of its members.
- Childhood family experiences often generate lifelong health behaviors and attitudes.
- The changing role of the family affects the health of society.
- Parents play an important role in the development of children into well-adjusted and socially functioning individuals.
- Inherited potentials for personal health may be enhanced or inhibited through environment experiences associated with the family.
- Modes of family life tend to be repeated in future marriages of family members.

DOMAIN: Health With Others Close To Me
TOPIC AREA: Family Health

ESSENTIAL OUTCOMES—F LEVELS

Topic Concept	Years 5-8 Grades K-3	Years 9-11 Grades 4-6	Years 12-14 Grades 7-9	Years 15-18 Grades 10-12
The health of the family is dependent upon the contributions of each of its members.	1. Explains how living happily with others involves cooperation and the sharing of responsibilities. 2. Describes ways in which family members help each other with matters of daily living. 3. Cites the things family members can do to protect the health of the entire family.	1. Describes how family harmony contributes to the emotional health of its members. 2. Discusses some recommended procedures for solving family conflicts. 3. Enumerates the personal qualities of parents and siblings that contribute most to family health.	1. Explains ways in which one's health may be affected by other family members. 2. Discusses how ill health of one family member affects entire family. 3. Concludes that the family has responsibility for the health of its individual members. 4. Recognizes that each family member has a place of worth in the family.	1. Describes own concept of an ideal family situation. 2. Illustrates how realization of the ideal family situation might be accomplished. 3. Describes factors that help to create a desirable home environment.
Childhood family experiences often generate lifelong health behaviors and attitudes.	1. Describes family rules of health conduct that every family member is expected to follow. 2. Explains why some visits to the doctor or dentist are scheduled even though there is no apparent health problem.	1. Describes sports, games, or physical activities that the family participates in together. 2. Summarizes the rules for good health that are a part of usual family practice.	1. Describes how parental example serves as a model for the development of appropriate health behaviors and attitudes. 2. Recognizes that much of childhood is spent in trying to emulate parents and gain their approval.	1. Determines that parenthood provides the opportunity for one to become a positive force in shaping the lives of others. 2. Distinguishes between positive and negative childhood experiences in shaping lifelong health attitudes and behavior. 3. Values "modeling" as an important way of influencing healthy attitudes and behavior.
The changing role of the family affects the health of society.	1. Describes how composition of families may differ.	1. Compares the health problems of rural families to those of urban families.	1. Discusses some of the advantages and disadvantages connected with both parents working outside the home.	1. Discusses adjustments working parents often have to make to maintain close supervision of their children's health needs.

	2. Discusses how members of dissimilar family groups may have differing roles and functions.	2. Analyzes how changes in patterns of family living have contributed to health problems related to mental health and chronic and degenerative disease. 3. Discusses the health problems for families with different socio-economic levels within an urban society.	2. Discusses the societal health problems created through lessened family influence and parental control. 3. Describes how some problems in family living are forerunners to other problems in general society. 4. Relates rising juvenile delinquency problems to the decline in family unity and influence.	2. Discusses the value of the family unit to our society.
Parents play an important role in the development of children into well-adjusted and socially functioning individuals.	1. Describes ways in which parents display love and concern for the family members. 2. Relates feelings about family member's being treated fairly and as having individual worth. 3. Discusses the need for open lines of communication between parents and children.	1. Explains how children develop basic attitudes toward work and sharing of responsibilities from family living experiences. 2. Describes skills or characteristics parents possess that he or she would like to have. 3. Recognizes that many aspects of parental conduct often establish the general family pattern. 4. Discusses the child's need and desire for parental guidance.	1. Recognizes the importance of democratic principles to harmonious family living. 2. Illustrates the many ways in which parents serve as models to be emulated by their children.	Analyzes parental influence in the development of moral values, standards of conduct, self-control, and feelings of security.
Inherited potentials for personal health may be enhanced or inhibited through environmental experiences associated with the family.		1. Defines heredity and relates it to occurring human characteristics. 2. Recognizes that inherited potentials for health may vary greatly among family members. 3. Discusses environmental factors that do most to enhance the health potentials of individual family members.	1. Differentiates between an inherited potential for health and the actual development of a particular state of health. 2. Identifies a variety of inherited human traits and describes how environmental factors may specifically affect each one. 3. Differentiates genetic characteristics from congenital birth defects.	1. Discusses the possibility that some genetic trait may be manifested as a disease or disability. 2. Concludes that familiar health problems often are not of genetic origin. 3. Determines that family environmental experiences are largely responsible for the favorable development of individual members' health potential.

Family Health, continued

ESSENTIAL OUTCOMES—BY LEVELS

Topic Concept	Years 5-8 Grades K-3	Years 9-11 Grades 4-6	Years 12-14 Grades 7-9	Years 15-18 Grades 10-12
Modes of family life tend to be repeated in future marriages of family members.			1. Identifies patterns within family that have become habit. 2. Analyzes the perpetuation of family lifestyles. 3. Predicts qualities that will be attempted to be instilled in future children and ways in which children will be reared.	Discusses the influence of family life on children and how this relates to his or her future selection of a marriage partner.

SOCIAL HEALTH

Topic Concepts

- The individual needs to relate to and cooperate with others to promote individual and community health.
- There are many factors involved in the perpetuation of life and the quality of life.
- Giving and receiving love and maintaining friendships can be done at different levels and can contribute to our social health.
- Sex roles and identity are influenced by many factors that have a great impact on personal behavior.
- Dating is a social custom that allows people to understand and get to know each other.
- Various individual factors contribute to a healthy marriage.
- Personal decisions concerning sexual conduct are the responsibility of the persons involved and are based on reasoning ability, personality traits, and one's knowledge of sexuality.
- Persons who decide not to marry or not to stay married may still develop valid lifestyles that enable them to live productive, satisfying lives.

DOMAIN: HEALTH WITH OTHERS CLOSE TO ME
TOPIC AREA: SOCIAL HEALTH

ESSENTIAL OUTCOMES—BY LEVELS

Topic Concept	Years 5-8 Grades K-3	Years 9-11 Grades 4-8	Years 12-14 Grades 7-9	Years 15-18 Grades 10-12
The individual needs to relate to and cooperate with others to promote individual and community health.	1. Describes the characteristics and behaviors of people that are liked. 2. Participates in activities that contribute to the well-being of the group. 3. Gives examples of ways to cooperate with others to promote healthy living. 4. Identifies ways in which conflict can be positively resolved.	1. Perceives that one's behavior influences how he or she gets along with others. 2. Demonstrates basic communication skills. 3. Identifies situations that require behavior changes. 4. Describes consequences of being uncooperative. 5. Listens with respect to the opinions of others. 6. Describes the process by which conflicts can be constructively resolved.	1. Uses good communication skills to resolve conflicts. 2. Describes characteristics of people that contribute to the quality of interpersonal relationships. 3. Perceives that changes can be made in how he or she interacts with people to improve interpersonal relationships. 4. Explains how an individual's behavior contributes to the good of the group. 5. Describes cooperative acts as being on a continuum. 6. Evaluates his or her ability to resolve conflicts in a constructive manner.	1. Assesses the quality of his or her interpersonal relations. 2. Identifies ways to improve the quality of relationships. 3. Plans to make changes in his or her own actions to improve quality of relationships. 4. Demonstrates effective communication skills. 5. Evaluates effect of one's degree of cooperation on his or her social health.
There are many factors involved in the perpetuation of life and the quality of life.	1. Distinguishes between life and nonlife. 2. Discusses the fact that everyone has ancestors.	1. Describes cellular reproduction. 2. Describes the forms of life that reproduce themselves with help (sexual) and without help (asexual). 3. Explains ways that one may demonstrate that he or she values human life. 4. Describes the family's contributions to healthy growth and development.	1. Illustrates psychological and physiological changes during adolescence. 2. Describes human reproduction. 3. Relates healthy reproduction to the quality of life. 4. Lists factors that permit healthy reproduction.	1. Describes healthy pre-natal and post-natal care. 2. Illustrates the stages of development of the fetus. 3. Illustrates the stages of development of the infant and child. 4. Personalizes responsibility to assure the healthy reproduction of his or her future children.

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		5. Describes society's contributions to healthy growth and development. 6. Lists factors that permit healthy reproduction.		
Giving and receiving love and maintaining friendships can be done at different levels and can contribute to our social health.	1. Describes what is liked about friends. 2. Describes how people share love. 3. Values friendships. 4. Distinguishes between friends and acquaintances.	1. Expresses the importance of self-love. 2. Perceives that the ability to give and receive love relates to one's positive view of himself or herself and acceptance of self. 3. Describes how self-love permits confident actions. 4. Explains the process and value of sharing information about oneself.	1. Differentiates between altruistic love, sexual love, maternal love, paternal love, and fraternal love. 2. Perceives that the ability to love evolves through stages. 3. Identifies factors that affect the growth of love. 4. Expresses feelings, using appropriate vocabulary, about giving and receiving love.	1. Risks involvement with others via self-disclosures. 2. Analyzes the appropriateness of types of love in various life roles and at different life stages. 3. Distinguishes between conceit and self-love. 4. Describes what it feels like to be in love and how this feeling can be appropriately expressed.
Sex roles and identity are influenced by many factors that have a great impact on personal behavior.	1. Discusses behavior of male and female. 2. Assesses feelings about male and female roles.	1. Gives examples of biological, emotional, and sociocultural factors that play a part in determining identity. 2. Lists sociocultural influences on sex roles. 3. Lists stereotypical characteristics of male and female roles. 4. Assesses feelings about stereotyped roles. 5. Perceives that each person can work to achieve a positive identity. 6. Describes role models that have had great impact on him or her. 7. Analyzes effect of "playing a role."	1. Describes how sexual identity affects his or her relationships with others. 2. Describes how identity and social abilities influence the feeling of personal control over one's life. 3. Describes masculine, feminine, and androgynous sex roles and their relationships to effective living. 4. Assesses, modifies, and accepts his or her sexual identity. 5. Perceives that healthy sexual identity blends smoothly with one's fuller identity. 6. Perceives that sexual identity evolves and grows.	1. Illustrates the interaction of biological, emotional, and sociocultural factors in determining identity. 2. Describes sociocultural influences on sex roles. 3. Describes benefits of established roles and relationships. 4. Relates contemporary events to changing sex roles. 5. Accepts that sexuality can be assessed by how one sees himself or herself and interacts with others. 6. Perceives that sexual response is a complex process influenced by many variables and is not fully understood.

Social Health, continued

ESSENTIAL OUTCOMES—BY LEVELS

Topic Concept	Years 5-8 Grades K-3	Years 9-11 Grades 4-6	Years 12-14 Grades 7-9	Years 15-18 Grades 10-12
Sex roles and identity are influenced by many factors that have a great impact on personal behavior, continued.			7. Discusses difference between playing a role and being oneself.	7. Discusses importance of sex roles as models for development. 8. Accepts sexuality as a part of his or her humanness.
Dating is a social custom that allows people to understand and get to know each other.		Defines dating.	1. Describes the various social aspects of dating. 2. Sees dating as an opportunity to learn about all aspects of himself or herself and others. 3. Discusses purposes and responsibilities in dating. 4. Describes advantages and disadvantages of double dating and going steady. 5. Assesses feelings about single parents' dating.	1. Assesses risks involved in dating. 2. Plans ways to overcome fear of rejection while relating to others effectively. 3. Describes advantages of the educational and psychological components of dating. 4. Perceives that dating is a process that can lead to deepening relationships including courtship and marriage.
Various individual factors contribute to a healthy marriage.	1. Demonstrates an understanding of a marriage. 2. Lists some factors that can affect a marriage.	1. Discusses the traditional purposes of marriage. 2. Identifies the characteristics of a healthy marriage in terms of potential for continuing growth of the partners. 3. Analyzes factors involved in successful and unsuccessful marriages.	1. Identifies the necessary preparedness of partners in a successful and healthy marriage. 2. Describes benefits and disadvantages of teenage marriages. 3. Identifies and evaluates the many reasons for marrying.	1. Plans to develop the skills and attributes that improve relationships, including the marital relationship. 2. Identifies resources to help in periods of difficult adjustment during marriage. 3. Discusses potential impact on a marriage of having children. 4. Explains how marriage can be a creative experience.

Personal decisions concerning sexual conduct are the responsibility of the persons involved and are based on reasoning ability, personality traits, and one's knowledge of sexuality.		Identifies proper behavior toward opposite sex.	1. Discusses factors to be considered in deciding whether to be sexually active. 2. Uses appropriate vocabulary while discussing sexuality. 3. Assesses feelings about the variety of alternatives to becoming sexually active. 4. Identifies resources that can provide information about sexuality.	1. Relates one's personality traits to decisions regarding sexual activity. 2. Accepts responsibility for decisions regarding sexual activity. 3. Identifies advantages and disadvantages to the variety of sexual behavior. 4. Analyzes the statement "Sex is not love."
Persons who decide not to marry or not to stay married may still develop valid lifestyles that enable them to live productive, satisfying lives.				1. Perceives that successful lifestyle is an individual decision and responsibility. 2. Discusses the advantages and disadvantages of different lifestyles. 3. Appreciates that people with different lifestyles have the same needs as married people. 4. Identifies alternatives to divorce. 5. Discusses the advantages and disadvantages of divorce.

DOMAIN: HEALTH IN THE WORLD AROUND ME

Community Health
Environmental Health
Health Careers
International Health

COMMUNITY HEALTH

Topic Concepts

- Individual health behaviors affect self and others.
- It is the obligation of the school and community to help assure optimal health for each individual.
- Optimally effective health services must meet the needs of the community and must be available to all.
- Disaster preparedness is evidence of community concern for safety and order.
- It is necessary that the school and community provide special services for the handicapped so that they can reach their fullest potential.
- As our society grows and becomes more complex, the need for additional health services grows.
- Preventive health care and health education promotion are the most effective and economical methods of maintaining community health.
- Health costs are increasing and must be borne by someone.

DOMAIN: Health in the World Around Me
TOPIC AREA: Community Health

ESSENTIAL OUTCOMES—BY LEVELS

Topic Concept	Years 5-8 Grades K-3	Years 9-11 Grades 4-6	Years 12-14 Grades 7-9	Years 15-18 Grades 10-12
Individual health behaviors affect self and others.	1. Names behaviors that contribute to the health of the individual and others. 2. Distinguishes between safe and harmful behavior based on current limits and capabilities.	1. Recognizes health behaviors in self that could contribute to the wellness of the family. 2. Identifies how individual behaviors affect the health of the community.	1. Analyzes motivations behind behaviors that adversely affect the health of self and others. 2. Analyzes health behaviors for potential conflict between personal wants and well-being of the community.	Participates in programs that promote community health.
It is the obligation of the school and community to help assure optimal health for each individual.	1. Names school personnel with responsibility for the health of students. 2. Identifies tasks of community health helpers.	1. Explains school rules designed to promote the health of the students, teachers, and school personnel. 2. Names community agencies established to promote the health of the general public.	1. Analyzes school immunization requirements for impact on the community. 2. Interprets the reasons for expanded development of public health agencies and services provided. 3. Gives examples of official and voluntary health agencies. 4. Examines ways in which the school and community health programs are supported.	1. Defends the need for community health programs. 2. Analyzes ways the individual can contribute to community health. 3. Cites specific examples of ways in which community health projects can contribute to the individual.
Optimally effective health services must meet the needs of the community, and must be available to all.	1. Discusses health services located within the community. 2. Identifies people who provide health services in the community. 3. Describes services that have been received that are health related.	1. Describes specific health services located within the immediate community. 2. Explains why health services must be available to all members of the community. 3. Points out health problems that could develop without effective or available health services.	1. Identifies basic community health needs. 2. Describes alternative health services for those without a family physician. 3. Evaluates local community health services for strengths and limitations.	1. Identifies discrepancies between local community health needs and appropriate health services. 2. Explains what requirements are necessary to make health services available to all. 3. Analyzes the impact of reduced or ineffective health services on a community.

Disaster preparedness is evidence of community concern for safety and order.	1. Describes natural disasters common to local area. 2. Knows proper evacuation procedures in the event of a disaster at school. 3. Takes part, in a proper manner, in evacuation procedures within the school.	1. Gives examples of activities that can be taken to prepare for a disaster. 2. Differentiates between natural disasters and those caused by people. 3. Develops an action plan for evacuation of home.	1. Analyzes the role the individual and community group play in disaster preparedness. 2. Prepares the household (first-aid kit, water, etc.) for potential emergencies.	1. Analyzes the community for potential human-caused disasters. 2. Given a simulated disaster, plans appropriate actions. 3. Develops an action plan for evacuation of the entire family at home and in a work setting.
It is necessary that the school and community provide special services for the handicapped so that they can reach their fullest potential.	1. Points out ways the school helps handicapped students. 2. Lists handicaps that require special services.	1. Identifies different types of handicaps that require special consideration. 2. Identifies steps the local school system has taken to accommodate handicapped children.	1. Identifies barrier problems within the school that interfere with the learning environment of the handicapped. 2. Describes special needs of the handicapped.	1. Explains why the school/community should accept responsibility for implementation of special services for the handicapped. 2. Recognizes the positive and negative aspects of "mainstreaming" with regard to the student, school, family, and community.
As our society grows and becomes more complex, the need for additional health services grows.			1. Identifies societal changes that have influenced health services. 2. Identifies community services that have failed to keep pace with changes in society. 3. Points out future community health needs that might require expanded or new services.	1. Describes future trends in health services. 2. Predicts potential community health problems and health services needed by the year 2000.
Preventive health care and health education promotion are the most effective and economical methods of maintaining community health.	1. Names one thing they have learned about their health that could helo them maintain good health. 2. Identifies two behaviors that could prevent an illness or injury.	1. Identifies individual and group preventive measures that are effective in maintaining community health. 2. Gives examples of health education in action.	1. Describes community health problems that have the greatest potential for elimination or control by preventive measures. 2. Gives examples of instances when health education has contributed to individual and community health.	1. Analyzes the potential impact of education and health promotion upon community health problems. 2. Defends the statement "Preventive health is the most economical and effective method of maintaining community health."

Community Health, continued

ESSENTIAL OUTCOMES BY LEVELS

Topic Concept	Years 5-8 Grades K-3	Years 9-11 Grades 4-6	Years 12-14 Grades 7-9	Years 15-18 Grades 10-12
Health costs are increasing and must be borne by someone.			1. Discusses how increased health care costs may deter people from seeking needed services. 2. Describes the current trends in health care costs. 3. Analyzes the reasons for spiraling health care costs.	1. Assesses the value of governmental and private health care/insurance plans. 2. Develops a preventive health care plan as one method of controlling costs. 3. Analyzes the concept: health care is a right. 4. Concludes that the quality of health care is often determined by personal ability to pay.

ENVIRONMENTAL HEALTH

Topic Concepts

- In any given environment, all life forms require similar elements to sustain healthy life, and provision of these elements is continuously possible because all living things are linked together.
- Modern pollution problems diminish the quality of our lives and environment, and this threatens the health and existence of all living things.
- Technology affects the quality of our environment and our well-being.
- The concepts, values, and adaptations humans choose have much to do with determining how they will survive on the planet.
- Wise utilization of resources is the responsibility and benefit of each citizen.
- Population is a key factor affecting decisions about utilization of resources in the environment.
- Societal goals and decisions often dictate the utilization of resources that affect the environment, even if individuals' values are contrary.
- Some products and practices originally designed to promote health may also have some detrimental effects on health.
- Some health problems are common to many occupations; other health problems vary with the specific occupation.
- Failure to maintain environmental quality in one country can have profound effects on the well-being of another country.

DOMAIN: Health In The World Around Me
TOPIC AREA: Environmental Health

ESSENTIAL OUTCOMES—BY LEVELS

Topic Concept	Years 5-8 Grades K-3	Years 9-11 Grades 4-6	Years 12-14 Grades 7-9	Years 15-18 Grades 10-12
Modern pollution problems diminish the quality of our lives and environment, and this threatens the health and existence of all living things.	1. Describes feelings when the classroom or home is messy and when it is clean. 2. Illustrates examples of pollution at home and at school.	1. Discusses various pollution sources and describes how he or she feels about them. 2. Describes how he or she feels about a natural, clean, quiet environment. 3. Relates how feeling good about the environment enhances the health status of the individual. 4. Identifies diseases and destruction brought about by different types of pollution.	1. Describes the effects of various pollutants on the quality of air, water, and soil, now and in the future. 2. Relates environmental hazards to the level of health of the individual. 3. Describes the effects of carcinogenic agents in the environment on healthy tissue. 4. Describes the effects of airborne pollutants on respiratory health. 5. Resents threats to the quality of life and to life itself.	1. Perceives that the individual can protect/defend himself or herself from many environmental hazards. 2. Plans strategies to reduce exposure to hazards. 3. Assesses the effects of diminishing quality in the environment on people's outlook on the future. 4. Lists and explains what can be done to clean up the environment now and in the future.
Technology affects the quality of our environment and our well-being.	1. Demonstrates an understanding of what technology means. 2. Gives examples of how we depend on technology in daily living.	1. Investigates ways of maintaining a quality environment with less dependence on technology. 2. Lists ways to improve the quality of the environment.	1. Describes the health-related advantages and disadvantages of an advanced technological society. 2. Perceives that one has a choice of overconsuming by adopting the values of an advanced technological society or of leading a more simple existence. 3. Lists alternative behaviors to overconsumptive living that affect health. 4. Describes direct threats to health of by-products of an advanced technological society.	1. Lists immediate and long-range health costs and benefits to the world community of an advanced technological society. 2. Relates one's current lifestyle to the growing environmental crisis and plans ways to change his or her lifestyle now and in the future.

			5. Gives examples of ways technology has contributed to people's health.	
The concepts, values, and adaptations humans choose have much to do with determining how they will survive on the planet.	1. Describes what is meant by *environment.* 2. Gives examples of different types of environments. 3. Describes feelings in different types of environments. 4. Identifies basic activities necessary for survival on a daily basis.	1. Uses basic vocabulary related to environmental quality and survival. 2. Points out ways in which the school, home, or work place can be changed to improve the environment. 3. Perceives that satisfaction of psychological needs is often related to consumer behavior and this affects the environment. 4. Perceives that satisfaction of some psychological needs can be accomplished without consuming material goods.	1. Explains ways in which education can contribute to environmental quality and survival. 2. Identifies concepts and values he or she holds that modify the environment, now and in the future. 3. Describes how current, small environmental crises can add up to future catastrophe that threatens everyone's survival.	1. Perceives that humankind has the scientific and technological resources to enhance the future or ruin the future. 2. Examines how one comes to hold the values he or she does that affect the environment and how these values contribute to a society-wide crisis of the environment. 3. Plans a lifestyle that reduces pollution and enhances environmental quality.
Wise utilization of resources is a responsibility of and benefit to each citizen.	1. Defines conservation and points out ways of conserving that relate to health. 2. Differentiates between renewable and nonrenewable resources. 3. Gives examples of renewable and nonrenewable resources.	1. Practices conservation of renewable and nonrenewable resources. 2. Describes ways one can meet his or her needs while conserving resources.	1. Synthesizes the problems of conserving in a production/consumption society. 2. Identifies messages that tell us not to worry about conservation. 3. Analyzes reasons why people do not practice conservation.	1. Devises plans to consume less while enjoying life more. 2. Identifies agencies and services involved in conservation that relate to health.
Population is a key factor affecting decisions about utilization of resources in the environment.		1. Relates ways in which the local community has changed in past few years with regard to population. 2. Describes feelings when being in an overcrowded situation versus one which is not overcrowded. 3. Discusses ways that immigrants affect environmental resources.	1. Gives significance to population as a factor in causing alterations in quality of life. 2. Contrasts the benefits and liabilities of the idea: "More people are better for society." 3. Describes how increased population threatens environmental quality. 4. Defends the right of individuals to responsibly plan their families.	1. Perceives that the demands placed on the environment by each individual are great. 2. Perceives that citizens of technological countries use a much greater percentage of resources than those of less developed nations. 3. Explains variables involved in population growth rates. 4. Describes how distribution of population relates to environmental crises.

Environmental Health, continued

ESSENTIAL OUTCOMES—BY LEVELS

Topic Concept	Years 5-8 Grades K-3	Years 9-11 Grades 4-6	Years 12-14 Grades 7-9	Years 15-18 Grades 10-12
Societal goals and decisions often dictate the utilization of resources that affect the environment, even if individual's values are contrary.			1. Gives examples of decisions made at community, state, national levels that have environmental effects on health. 2. Relates certain social and economic goals of the U.S. to problems in health and in the environment.	1. Evaluates current policy toward future environmental quality and health. 2. Perceives that societywide decisions about health and environment can be modified by the individual. 3. Reviews literature and finds ways in which environmental groups have resisted and halted plans that would have negatively affected the environment. 4. Organizes available options affecting the environment and prepares a responsible policy statement.
Some products and practices originally designed to promote health may also have some detrimental effects on health.	1. Cites examples of products we use at home that could also be detrimental to one's health. 2. Recognizes warnings on products that could be detrimental to health.	1. Cites products that benefit people today but, at the same time, are negatively affecting health. 2. Explains why we use products and practices that could be detrimental to one's health.	1. Cites products that originally were designed to promote health that have since been shown to have negative effects on health. 2. Lists and explains role of private and public agencies designed to uncover harmful new practices and products.	1. Assesses effects on health and the environment of advances in transportation, medicine, housing, and communications, and food production. 2. Describes immediate and secondary effects of new inventions. 3. Traces the effects on health of a new product or practice from inception to current-day situation. 4. Describes complaint process an individual may take whose health has been harmed by a new product.

				5. Assesses the role he or she can play now and in the future to modify social policy regarding health and the environment.
Some health problems are common to many occupations; other health problems vary with the specific occupation.		1. Names and explains threats to health involved in some occupations. 2. Describes threats to health of workers in industry, mining, and the building trades.	Lists threats to health involved in physically active and physically inactive jobs.	1. Discusses ways to reduce health threats in the working environment, on the part of the worker and on the part of management. 2. Investigates addictive effects of personal lifestyle habits and occupational hazards. 3. Suggests ways in which the individual may protect himself or herself and/or reduce occupational health hazards.
Failure to maintain environmental quality in one country can have profound effects on the well-being of another country.		Cites examples of how pollution in one country can affect another country.	1. Illustrates the world as one ecological system. 2. Gives examples of international health organizations that are concerned with environmental quality.	1. Describes findings of World Health Organization on international health and environmental problems. 2. Diagrams the use of resources and degree of pollution in developed, developing, and underdeveloped countries. 3. Describes specific events (e.g., oil spills) that affect environmental quality.

HEALTH CAREERS

Topic Concepts

- A variety of opportunities exists for careers in health.
- Satisfaction may be gained from a career that provides service to others.
- Through the process of decision making, career choices can be made in relation to interests, attitudes, goals, and employment options.
- Personal qualifications and academic requirements are necessary conditions for being accepted into health occupations.

DOMAIN: Health In The World Around Me
TOPIC AREA: Health Careers

ESSENTIAL OUTCOMES—BY LEVELS

Topic Concept	Years 5-8 Grades K-3	Years 9-11 Grades 4-6	Years 12-14 Grades 7-9	Years 15-18 Grades 10-12
A variety of opportunities exist for careers in health.	1. Identifies health professionals and health related occupations. 2. Discusses the jobs health professionals and allied health professionals do.	1. Identifies members of the health care team. 2. Describes the services provided by members of the health care team.	1. Describes a variety of community agencies that employ health professionals. 2. Describes the role of health professionals in prevention, diagnosis, and treatment of illness.	1. Distinguishes between official and voluntary health agencies and between medical and allied health professionals. 2. Describes employment opportunities in community health agencies, allied health professions, and the medical professions. 3. Interprets current changes in society that have potential for expanding careers in health occupations.
Satisfaction may be gained from a career that provides service to others.		1. Describes how health careers provide the opportunity to serve others. 2. Identifies some examples of human service fields.	1. Describes the advantages of employment in a human service center. 2. Discusses the feeling evoked by a helping professional.	Verbalizes the demands that are placed on one who is in a human services field.
Through the process of decision making, career choices can be made in relation to interests, attitudes, goals, and employment options.	Identifies health occupations.	1. Identifies health occupations based upon interest as a potential career. 2. Describes what he or she might do as a health professional in the future.	1. Assesses aptitudes and interests after discussion with academic officer and school counselor. 2. Evaluates personal goals related to potential employment in the health occupations.	1. Participates in on-the-job cooperative education projects. 2. Participates in the Texas Association of Health Occupations Students of America. 3. Interviews health professionals regarding future directions in health careers.

Health Careers, continued

ESSENTIAL OUTCOMES—BY LEVELS

Topic Concept	Years 5-8 Grades K-3	Years 9-11 Grades 4-6	Years 12-14 Grades 7-9	Years 15-18 Grades 10-12
Personal qualifications and academic requirements are necessary conditions for being accepted into health occupations.		Explains why it is valuable to do one's best in school to be accepted into colleges, universities, and other schools that have limited enrollments.	1. Describes the personal qualifications desirable of a health professional. 2. Identifies specific areas of academic achievement as prerequisites to admission in a health profession.	1. Describes nonacademic achievements viewed as desirable prerequisites for a potential health professional. 2. Describes specific courses and GPA deemed desirable for acceptance into a health occupation or for further educational preparation.

INTERNATIONAL HEALTH

Topic Concepts

- Rapid and uncontrolled population growth is the fundamental deterrent to the improvement of the health of the world.
- Countries of the world that have the highest standards of living generally have the highest standards of health.
- Underdeveloped nations are distinguishable from developed nations by the inability of many of their people to meet basic needs for survival.
- Understanding an appreciation of the health needs and concerns of others is an important step in contributing to world health.
- International politics have a marked influence on the nature and sources of health assistance in a given country.
- Education is a key factor in helping a country improve its level of health.
- Health manpower and delivery are at critically low levels in the underdeveloped world.
- Disease control and health promotion are now being addressed on an international scale.

DOMAIN: Health in The World Around Me
TOPIC AREA: International Health

ESSENTIAL OUTCOMES—BY LEVELS

Topic Concept	Years 5-8 Grades K-3	Years 9-11 Grades 4-6	Years 12-14 Grades 7-9	Years 15-18 Grades 10-12
Rapid and uncontrolled population growth are the fundamental deterrents to the improvement of the health of the world.		1. Names countries that are experiencing accelerated population growth. 2. Distinguishes between those countries that have population problems and those that don't.	1. Gives examples of health problems created by overpopulation in a given country. 2. Explains some reasons for overpopulation.	1. Relates population problems to health, social, educational, and economic problems within a country. 2. Summarizes the major obstacles in a country that is trying to control population. 3. Values the role of the individual in controlling/contributing to the population problem.
Countries of the world that have the highest standards of living generally have the highest standards of health.	1. Can distinguish between rich countries and poor countries. 2. Demonstrates his or her understanding of the concept of standard of living.	1. Illustrates how standards of living are related to high standards of health. 2. Gives examples of the high and low standard of living in this country.	1. Points out specific health hazards that exist in those countries with high standards of living. 2. Identifies the resources that an individual in the developed world has at his or her disposal, that an individual in the underdeveloped world does not have.	1. Constructs a picture of an underdeveloped country and one of a developed country to show differences in standards of living. 2. Gives positive ways in which the countries with high standards of living can assist countries with low standards of living. 3. Defines personal payoffs to our country through helping an underdeveloped country raise its standard of living.
Underdeveloped nations are distinguishable from developed nations by the inability of many of their people to meet basic needs for survival.		1. Identifies underdeveloped countries and developed countries.	1. Analyzes a typical underdeveloped state in a country and isolates some of the major factors responsible for its status.	1. Makes comparisons of the dynamics of a poverty group or area in this country to an underdeveloped nation.

		2. Identifies some of the problems faced by underdeveloped countries that are not present in developed countries. 3. Explains what is meant by basic survival needs. 4. Points out some geographic differences between developed and underdeveloped countries.	2. With the use of an atlas, globe, or other aid, shows how terrain, climate, and location can and do affect the health and development of a particular group of people. 3. Points out the major problems faced by the individual from the underdeveloped world in assuming the responsibility for his or her own health. 4. Identifies common health problems in the underdeveloped world.	2. Shows understanding of why a country cannot realistically improve its situation as long as basic needs are not met by a majority of its people 3. Relates the effects of poverty to the health of an individual and country. 4. Explains how a country's GNP relates to the health of the people. 5. Explains why some health problems seem to be prevalent in the underdeveloped world.
Understanding an appreciation of the health needs and concerns of others is an important step in contributing to world health.		1. Lists some of the major health needs of people in the underdeveloped world. 2. Distinguishes between health problems that might develop in poorer areas that would not be present in more affluent areas.	Gives examples of situations in which the health problems of one country affect the health of the people of a neighboring country.	1. Explains how it benefits a developed nation to come to the aid of an underdeveloped nation in contributing to world health. 2. Summarizes why international health is of greater interest and importance to all nations today than at any time in the past.
International politics have a marked influence on the nature and sources of health assistance in a given country.			1. Relates population and education to health problems in underdeveloped countries. 2. Points out the problems faced by the individual from the underdeveloped world in attempting to assume responsibility for his or her own health.	Draws an analogy between the dependency of underdeveloped nations to developed nations and a child to parents in maintaining health.
Education is a key factor in helping a country improve its level of health.		Lists ways education can contribute to one's health.	Gives examples of how ignorance can affect one's health.	Judges the value of formal education in contributing to the health of an individual and to the country in general.

International Health, continued

ESSENTIAL OUTCOMES—BY LEVELS

Topic Concept	Years 5-8 Grades K-3	Years 9-11 Grades 4-8	Years 12-14 Grades 7-9	Years 15-18 Grades 10-12
Health manpower and delivery are at critically low levels in the underdeveloped world.		1. Explains what is meant by health manpower and health care delivery. 2. Describes how availability of health manpower and health care delivery differ in developed and underdeveloped countries.	Names some basic health laborforce needs and some basic aspects of health care delivery needed in underdeveloped countries.	1. Identifies the factors that make health care and its laborforce critical problems in the underdeveloped world. 2. Points out some major ramifications of an inadequate health laborforce and health care delivery system in the underdeveloped world. 3. Synthesizes the reasons that make health care delivery and its laborforce less of a problem in the developed world than in the underdeveloped world.
Disease control and health promotion are now being addressed on an international scale.			1. Names diseases that are now prevalent in both underdeveloped and developed countries. 2. Describes different problems of control of disease when operating on an international scale as opposed to a local or national scale.	1. Outlines a regional or global approach to disease control and/or health promotion. 2. Summarizes the reasons for differences in diseases in developed and in underdeveloped countries. 3. Explains why international health regulations are necessary.

EVALUATION

EVALUATION

The evaluation component of health education is considered by some to be typically weak. Apparent lack of knowledge and understanding regarding the role and purpose of evaluation contributes to the problems of developing strong evaluation components. Evaluation involves placing a value judgment on information that has been gathered and organized. Evaluation should provide data helpful to both teacher and learner in making decisions.

Evaluation can provide a bridge (rather than an obstacle) between teachers and students. If evaluation is to be effective, it needs to be considered as a communications tool, providing for adequate interaction between and among students and teachers. Evaluation is both an on-going process (formative) and a terminal process (summative). When the evaluation process is both cyclic and continuous, it provides the basis for beginning activities rather than just for terminal functions (such as grading). Evaluation may be used to:

- Identify health needs (current and future)
- Help meet goals and assess outcomes
- Direct development of learning activities
- Assess progress of students and success of the program
- Lead to renewal and reorganization

In educational programs, evaluation can be divided into two components: program evaluation and student evaluation. Program evaluation might include the contributions of health education in meeting the goals of the school district. Program evaluation might also determine how cost-effective the program is. Student evaluation, in addition to traditional testing methods, might include physiologic measures and medical/dental records. Since health education outcomes cannot always be immediately evaluated by the teachers, both primary indicators and secondary indicators should be considered. The following are examples of program and student evaluation indicators:

Program Evaluation

Primary Indicators	Secondary Indicators
Evaluation by accreditation team	Accident rate
TEA program requirements	Use of library
TEA Health Education Teacher Certification	Correlation with other courses
Student evaluations	Follow-up of graduates
Teacher evaluation	Career choices
Self-needs assessments	Referrals to agencies
Parental evaluation	Community participation by students/teacher
Standardized tests	Requests for elective courses

Student Evaluation

Primary Indicators	Secondary Indicators
Essential outcomes	Parental conferences
Standardized test	Food selection in cafeteria
Physiologic measures (oxygen, B.P., skinfold)	Weight loss/gain
Themes	Medical/dental records
Role play	Attendance
Checklists	Communicable diseases
Teacher observations	Participation in health/science fair
Values continuums	
Needs assessments	
Unfinished sentences	
Teacher-made tests	

SUGGESTED USES OF EVALUATION

No single evaluation tool will meet the needs of each teacher and student. Numerous instructional methodologies provide valuable evaluative feedback. The following three illustrations are examples of techniques in evaluating essential health education outcomes:

I. **TOPIC AREA: Disease**

TOPIC CONCEPT: Many diseases can be prevented.

Ages	Primary Indicators
5-8	On observation: washes hands, covers mouth when coughing
9-11	In a theme: Justifies immunization requirements in Texas public schools
12-14	In answer to an essay question: Describes the major physiologic responses of the body to immunization
15-18	In a debate: Demonstrates understanding that an ounce of (health) prevention is worth a pound of (health care) treatment

Secondary Indicators

Reduction in absences

Reduction in number of ill students coming to school

II. **TOPIC AREA: Social Health**

TOPIC CONCEPT: The individual needs to relate to and cooperate with others to promote individual and community health.

Ages	Primary Indicators
5-8	In a theme: Addresses question, "What are friends for?"
9-11	Through role play: Role plays a conflict/fight and discusses "How could it have been prevented? How does it feel?"
12-14	On a values-continuum: Considers the idea that a friend in need is a friend indeed. Agree_____ Disagree_____
15-18	On observation: Demonstrates appropriate communication skills

Secondary Indicators

Fewer fights and disturbances
Easier group consensus

III. **TOPIC AREA: Mental Health**

TOPIC CONCEPT: A positive self-concept is essential to personal happiness and effective functioning in daily living.

Ages	Primary Indicators
5-8	Through art: Draws pictures of three things he or she likes about self
9-11	Through role play: Role plays a situation in which a friend is crying and feeling low. Addresses the question, "What can you do to help someone who has a poor self-concept?"
12-14	In discussion: Orally defends the statement, "You have to love yourself before you can love others."
15-18	In a theme: Addresses question, "What would it be like not to be liked by anyone?"

Secondary Indicators

Class participation

Acceptance of compliments

Less "I can't"

Less vandalism

COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a non-segregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, Department of Health, Education and Welfare.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964; EXECUTIVE ORDERS 11246 AND 11375; TITLE IX, 1973 EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; AND VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974.

It is the policy of the Texas Education Agency to comply fully with the nondiscrimination provisions of all federal and state laws and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any programs or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status (except where age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency makes positive efforts to employ and advance in employment all protected groups.